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ABSTRACT

This report contains findings and recommendations based on a study conducted to determine the feasibility of merging the Pitt County and Greenville County (North Carolina) school systems. Each school system is described in terms of pupil population patterns, building use, and educational and administrative services; issues related to these descriptions are highlighted. The advantages and disadvantages of four basic options are considered: (1) retain the status quo, (2) retain the two systems but modify boundaries, (3) adopt a supplemental tax or a weighted formula for allocating state and local resources, or (4) consolidate the two systems. The background and procedures of the study are discussed in chapter 1. Chapter 2 provides a current description of both school systems. Chapter 3 identifies the major problems or needs that are evident from the description. Chapter 4 discusses and compares the four options (listed above) for alleviating these problems. A recommendation for consolidation is provided in chapter 5, based on the concerns raised in the preceding chapters. Nine appendixes are included, providing supporting information for tables and figures referred to in the text, along with summary descriptions of school facilities, finances, personnel, instructional services, testing programs, transportation, maintenance and operations, advisory councils, and volunteer programs. (TE)

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Reearch Triangle Park, North Carolina 27709

FINAL REPORT

22N-2572

# A Merger Feasibility Study:

# Greenville City and Pitt County (North Carolina) Schools

by

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September 1983

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Chapter 1

# Introduction

## I. GENERAL

This report contains the findings and recommendations based on a study conducted by the Research Triangle Institute (RTI) to determine the feasibility of merging the Pitt County and Greenville City School Systems.

To address the merger issues, the following general activities were accomplished. Each school system was described in terms of pupil population patterns, building utilization, and the provision of educational and administrative services; and issues and concerns related to these descriptions were highlighted. Four basic strategies or options for resolving issues were identified: (a) retain the status quo, i.e., maintain the two systems with existing district boundaries; (b) retain the two systems but modify existing district boundaries; (c) adopt a supplemental tax or a method of allocating state and local per-student revenues by a weighted formula that takes into consideration the special characteristics of the school districts and of the students they serve; and (d) merge or consolidate the two systems into a single system. The advantages and disadvantages associated with each of the four options were considered.

The background for and procedures used in the study are discussed in Sections II and III of this first chapter. Chapter 2 provides a current description of both school systems. Chapter 3 identifies the major problems or needs which are evident from the description. Chapter 4 discusses and compares the four strategies or options (the status quo option; the two-system, district-boundary-change option; the weighted formula/supplemental tax option; and the merger option) for alleviating these problems. A recommendation based on the findings is presented in Chapter 5. Although some "summary" tables and figures have been included in the text of these chapters, detailed findings and supporting information referenced in the text have been placed in Appendix A for reader convenience. Also appended to this report (as Appendix B) are a number of tables that are not referenced in the study text but are included in the report at the request of

both superintendents because the information contained would be helpful in subsequent planning activities regardless of school district status. Appendixes C through I contain comparative summary descriptions of the following seven educational and administrative service areas for both school systems:

Appendix C: Summary Description of 1982-83 School System Functions: School Facilities, Properties, and Capital Outlay.

Appendix D: Summary Description of 1982-83 School Finance and Insurance.

Appendix E: Summary Description of 1982-83 Personnel and Staffing.

Appendix F: Summary Description of 1982-83 Instructional Service, Requirements, and Procedures and Grouping Practices (OCR Programs), and Systemwide Testing Programs.

Appendix G: Summary Description of 1982-83 Transportation.

Appendix H: Summary Description of 1982-83 Maintenance, Plant Operation, School Food Service, and Purchasing.

Appendix I: Summary Description of 1982-83 Advisory Councils and Volunteers and Community Schools Programs.

As discussed below in the "procedures" section (Chapter 1, Section III), an important activity in this study was the development and testing of a set of procedures and products related to the development of a student geographic data base for computer analysis of alternative student assignment plans. Though not described in detail in this report, the developed procedures represent a prototype system that can be used by both systems (or a merged system, with little or no modification) to gather, process, and analyze student demographic and geographic information for a variety of planning and administrative functions.

## II. BACKGROUND

Education is not mentioned in the United States Constitution and, by virtue of this fact, is regarded as a residual right reserved to the states. Each and every state has the right (and the obligation) to determine the organizational arrangement of its own schools. There being 50 states, there also exists the possibility of a number of different ways in which school districts may be organized.

In the State of North Carolina, the basic unit of school organization has been determined to be the county. Since there are 100 counties in the state, one could assume that there would be 100 school systems. In fact, North Carolina has had, as recently as 1959, almost twice that many school districts--174. The reason why 74 school districts were established in towns and cities within counties is not well documented, but their establishment is probably rooted in the fact that citizens of towns and cities were more willing (and perhaps more able) to tax themselves to support schools.

The trend for the past 20 years, however, has been toward consolidation. The present number of school systems, 142, indicates that 32 consolidations have been effected (Concord-Cabarrus County being the most recent). Likewise, there has been only one effort to create a new unit since 1957. Further, the "signals" are that additional school system consolidations will be encouraged. As evidence, a bill was introduced in the 1983 General Assembly (SB 520) which proposed a limit on the number of central office staffs supported by state funds to one per county. Although the bill died in committee, it was felt by various observers that the intent was to "send a message" to local units regarding the state's interest in consolidation.

Consolidation as an issue is not an unfamiliar topic in the two districts which are the focus of this report. The possibility of merging the Pitt County and Greenville City School Systems into a single consolidated system has been considered by local public officials and citizens for a number of years. Both a study conducted by the State Department of Public Instruction in 1980 and a local study recommended consolidation. Local interest in the question culminated in a letter dated November 17, 1982, from Mr. H. R. Gray, County Manager, inviting RTI to submit a proposal to study the feasibility of consolidation. The letter, in part, stated:

> The Pitt County Board of Commissioners, the Pitt County Board of Education, and the Greenville City Board of Education are interested in an Educational Audit of the two school systems and related matters with the idea of determining the feasibility of merging the two systems and reconciling the various differences if merger is feasible.

The resulting study was based on the premise, expressed in pre-study conversations with the superintendents of both systems, that the major

consideration in examining both school districts was the maintenance and enhancement of high-quality education for all elementary and secondary students in Pitt County.

## III. PROCEDURES

Working in close collaboration with school system personnel in both the Greenville City School System (GCS) and the Pitt County School System (PCS), the RTI staff developed a set of procedures and instruments for gathering and analyzing information in the following key areas as related to each of the two systems:

a) Pupil population.

b) School facilities, properties, and capital outlay.

c) Educational and administrative services, which in turn were further delineated as:

   1) Finance and insurance.

   2) Personnel and staffing.

   3) Instructional services, requirements, and procedures.

   4) Transportation.

   5) Maintenance, plant operations, school food service, and purchasing.

   6) Advisory councils and volunteers and community schools programs.

Important to analysis of pupil population and assignment alternatives (item [a] above) was the development of a set of procedures for building the student geographic data base. This data base was necessary for the analysis of alternative student assignment plans (and changes in school district boundaries) to determine their impact on transportation systems and facility utilization. These procedures required: (a) designing, administering, and processing (through an optical scanning device) student information forms that contained information as to each student's name, home address, school assignment (grade level and homeroom), age, race, sex, parent or guardian's name, and school bus number; (b) digitizing the geographic coordinates of bus stops for all rural bus routes using a microcomputer digitizer (i.e., a stylus device for electronic measurement of map coordinates); (c) developing a procedure for assignment of student addresses

to specific geographic areas within school attendance and school district boundaries; and (d) developing computer software for processing, analyzing, summarizing, and reporting the results of alternative student assignment plans.

Analysis of the adequacy of school facilities (item [b] above) involved a review of the several existing reports that include facilities descriptions, a careful comparison of school plot and floor plans with the existing descriptions, and a review of noted differences with school system staff. The resultant updated descriptive information then was formatted so as to be most usable in addressing study issues.

Information pertinent to the third key area, educational and administrative services (item [c] above), was obtained from both school systems and from the Division of School Planning, N.C. State Department of Public Instruction (NCSDPI Division of School Planning staff provided most of the information contained in the tables presented in Appendixes A and B). Related information from the school systems was obtained through interviews with, and from related reports and data-of-record furnished by, superintendents and their staffs. The interviews were group interviews involving staff from both school systems. Following an interview guide prepared by RTI for a particular topic (e.g., systemwide testing programs), the interviews solicited pertinent information through staff interaction. After staff in each system had described their programs, noted differences were discussed for their significance as related to the educational audit. Documents then were prepared that described these service areas and noted significant differences. Drafts of each document were submitted to appropriate personnel to check for accuracy. These descriptions, including statements or listings of significant differences between the two systems, were summarized by topical areas. The summaries are presented in Appendixes C through I.

An evaluation of the "quality" of the various services offered and procedures employed by the school systems was beyond the scope of this study.

Chapter 2

## Description of the Pitt County and Greenville City School Districts

In this chapter, the Greenville City and Pitt County school districts are described in terms of: pupil population; school building facilities; finance and insurance; personnel and staffing; instructional services, requirements, and procedures; transportation; maintenance, operation of plant, food service, and purchasing; and advisory councils, volunteers, and community school programs.

### I. PUPIL POPULATION

Enrollment, by grade level and percent white students, in both the Pitt County (PCS) and the Greenville City School (GCS) Districts is shown in Tables A-1 and A-2, respectively, in Appendix A. Also of importance to the consideration of pupil population patterns are Tables A-3 (PCS), A-4 (GCS), and A-5 (Combined) in Appendix A; these tables record enrollment figures for prior years and make projections for the future.

The total enrollment for PCS as of April 1983 was 11,268 pupils, of whom 5,670 or 50 percent were white. The city's enrollment as of the same date was 4,884 pupils, of whom 2,173 or 44 percent were white. (These April 1983 enrollment figures are used as the "present enrollment" throughout this report except where noted otherwise.) The distribution of the white (W) and nonwhite (NW) pupil populations for both school systems as of April 1983 is presented in Table 1. While these figures generally reflect a balanced distribution between the white and nonwhite pupil population in both districts, there is an important difference between the two systems in the distribution of the white/nonwhite population within grades K-12. In the GCS, 65 percent of the students in grade K are nonwhite, whereas only 47 percent of the students in grade 12 are nonwhite. Comparable percentages in the PCS are 52 and 51, respectively. The significance of the GCS figures is that the 18 percent differential likely indicates a shift from white to

Table 1

Distributions of PCS and GCS Current White and Nonwhite Enrollments, In Percents by Grade Levels

| Grade Levels | PCS | | GCS | |
|---|---|---|---|---|
| | W | NW | W | NW |
| K | 48% | 52% | 35% | 65% |
| 1 | 46 | 54 | 33 | 67 |
| 2 | 48 | 52 | 40 | 60 |
| 3 | 50 | 50 | 37 | 63 |
| 4 | 47 | 53 | 36 | 64 |
| 5 | 53 | 47 | 44 | 66 |
| 6 | 54 | 46 | 46 | 54 |
| 7 | 53 | 47 | 46 | 54 |
| 8 | 58 | 42 | 50 | 50 |
| 9 | 52 | 48 | 51 | 49 |
| 10 | 51 | 49 | 51 | 49 |
| 11 | 48 | 52 | 52 | 48 |
| 12 | 49 | 51 | 53 | 47 |
| Ungraded | 38 | 62 | 24 | 76 |
| All Grades | 50 | 50 | 44 | 56 |

nonwhite population in the GCS.[1] Assuming that this high percentage of nonwhite students will hold as the GCS elementary pupils progress through the grades, these data suggest that the GCS will become increasingly nonwhite over the next five to ten years.

Student enrollment data extracted from Tables A-3 and A-4 (Appendix A) are presented in Table 2. These data show the fluctuations that occurred in pupil population over the past few school years and those that are projected for the immediate future. These enrollment figures show that both systems experienced a decline in enrollment between 1977-78 and 1982-83. The city's loss was more dramatic (380 pupils, or approximately

[1] An alternate explanation of the differences between the GCS grade K and grade 12 percentages of nonwhites might be that the higher percentage of whites in upper grades reflects a return of white students from private schools to take advantage of clubs, athletics, and other unique offerings at the secondary level. No persuasive reason appears as to why the PCS is not similarly affected. Yet another alternate explanation might be the tendency of nonwhite pupils to drop out of school at a greater rate than white pupils.

Table 2

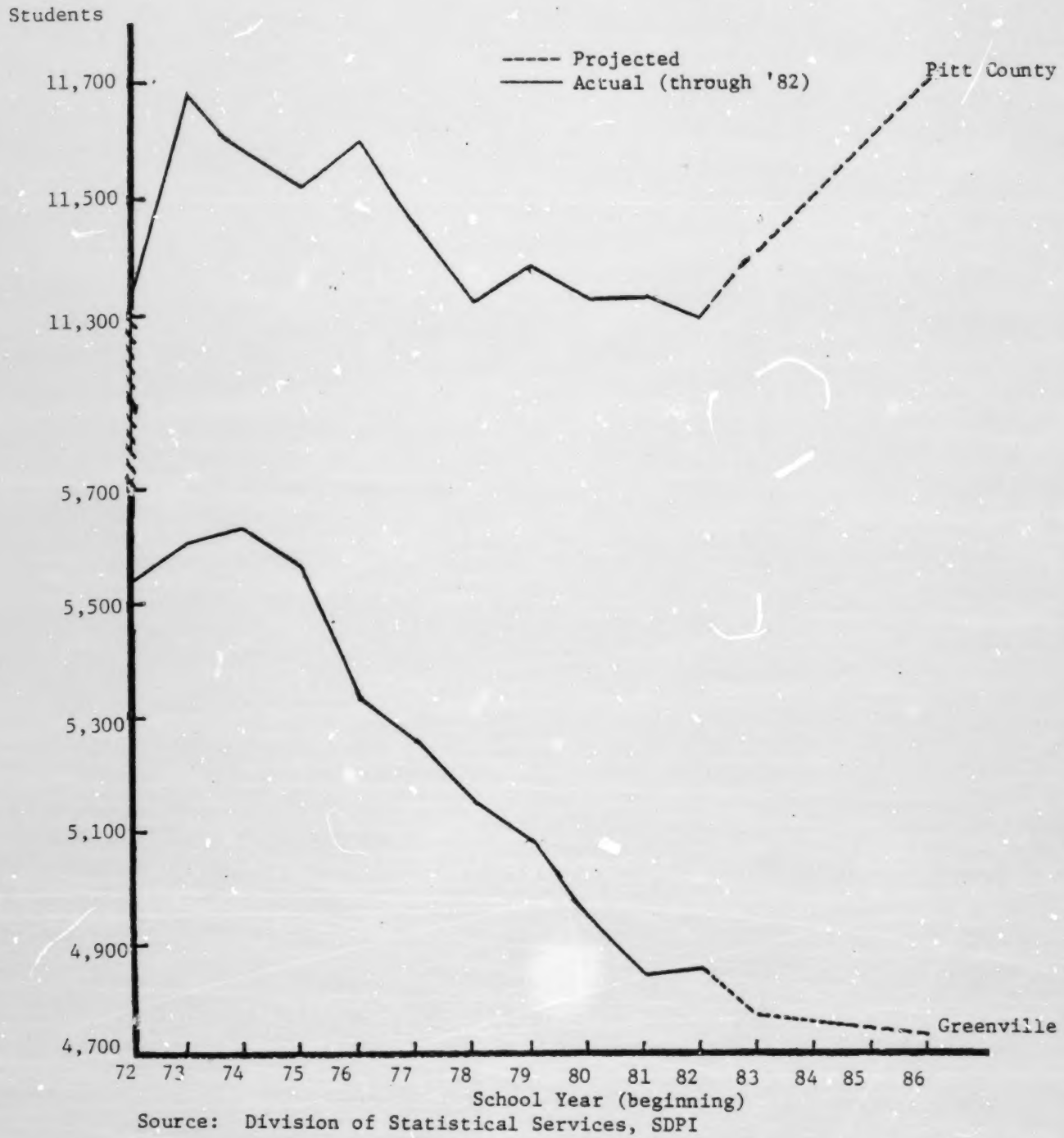
Past, Present, and Projected Student Enrollments in Grades K-12 for PCS and GCS

| Year | PCS | GCS |
|---|---|---|
| 1977-78 | 11,453 | 5,264 (past enrollment) |
| 1978-79 | 11,319 | 5,153 (past enrollment) |
| 1979-80 | 11,388 | 5,090 (past enrollment) |
| 1980-81 | 11,327 | 4,953 (past enrollment) |
| 1981-82 | 11,329 | 4,853 (past enrollment) |
| 1982-83 | 11,268 | 4,884 (present enrollment) |
| 1983-84 | 11,404 | 4,780 (projected enrollment) |
| 1984-85 | 11,495 | 4,776 (projected enrollment) |
| 1985-86 | 11,605 | 4,773 (projected enrollment) |
| 1986-87 | 11,709 | 4,752 (projected enrollment) |

7 percent of the student population) as compared to 185 pupils (approximately .016 percent) in the county. Enrollment decline in the county appears to have stabilized and, indeed, enrollment increases are projected in the immediate future to the point where previous losses will be more than recovered. On the other hand, a continuing decline in enrollment is projected for the GCS. The foregoing statements are graphically presented in Figure 1.

Data regarding the extent to which pupils in the GCS elect to attend private or parochial schools within the county or schools in other administrative units is contained in Table A-6 (Appendix A) (no similar data are available for the PCS). It should be noted that private and parochial schools are exempt from the reporting requirements imposed by the state upon the public schools. Hence, the data that are available are questionable in the sense that private and parochial schools may choose to provide all of the information, a part of it, or none of it. Nevertheless, the data that are available indicate, conservatively, that in 1982 approximately 400 students living in the GCS district elected to attend private or parochial schools or other school districts in the immediate vicinity. This is equivalent to 8 percent of the total student population of the GCS. Table A-6 also shows that the current enrollment in nonpublic schools is

Figure 1: Average Daily Membership Grades K-12
Greenville and Pitt County Schools




Source: Division of Statistical Services, SDPI

about 35 percent less than the 628 students who are recorded as having attended non-public schools in 1976.

Another important characteristic of the pupil population in both systems is reflected in Table A-7 (Appendix A) and summarized in Table 3 below. The figures in this table show that GCS has a significantly greater proportion of exceptional children than does the PCS or the state as a whole--27.72 percent in the GCS as compared to 18.45 percent in the PCS and 10.43 percent in the State. GCS staff gave three primary reasons for this high percentage: (a) the growth of the university and professional community which tends to increase the number of gifted students; and (b) the growth of government subsidized housing in the city; and (c) county-wide changes in employment opportunities, both of which draw the poor and disadvantaged to the city.[2]

Table 3

Pupils in Membership Served by Exceptional Children Programs in PCS and GCS, 1982-83*

| Category | PCS | | GCS | |
|---|---|---|---|---|
| | Number | Percent** | Number | Percent** |
| Handicapped | 1,554 | 13.62 | 849 | 17.48 |
| Gifted and Talented | 551 | 4.83 | 497 | 10.24 |
| Total | 2,105 | 18.45 | 1,346 | 27.72 |

* Unduplicated count of students eligible for federal and state funds as of December 1982.

** Percents are based on a student membership of 11,408 in PCS and 4,855 in GCS.

A recent study conducted for the North Carolina State Legislature indicated that North Carolina schools spend on the average (with a range of 1.38 to 1.94) 1.52 times as much to educate exceptional students as they do regular students, with an average of $1744 expended on regular education

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[2] The Future of the Greenville City Schools: A Community Issue. Unpublished paper prepared by staff of the Greenville City School System, January 25, 1983, p. 17.

and $2655 on special education.[3] Federal and state governments contribute a total of $1,163 toward educating each handicapped student ($948 from state and $215 from federal sources); in addition, the state contributes $316 for educating each gifted and talented student. This total amount would probably be adequate for covering the additional costs of educating these special students except for the fact that the State's funding formula for exceptional children places a "cap" on the percent of the total student population that it will fund as exceptional children. This results in lower per pupil expenditures in districts (like the GCS and PCS) with a percentage of exceptional children that exceeds the "cap."

## II. SCHOOL BUILDING FACILITIES

A detailed description of the physical facilities of both school systems is contained in Appendix C under the title Summary Description of 1982-83 School System Functions: School Facilities, Properties, and Capital Outlay. In addition, data regarding building utilization is presented in Tables A-1 and A-2 (in Appendix A).

There are 20 school facilities in the county unit (including the new Ayden Middle School and excluding the old Ayden Middle School) and 10 school facilities in the city unit (including Fullilove). The general condition of the facilities is reflected in Table 4.

The figures in Table 4 make possible a comparison of the condition of facilities of the two districts. While 15 percent of the teaching stations (and 41 percent of the total buildings) in the PCS are suitable only for short-range or phase out use, only 5 percent of the teaching stations (and 8 percent of the total buildings) in the GCS require such early replacement. On the other hand, 50 percent of the county system's teaching stations (and 27 percent of the total buildings) are quite new (suitable for 30 plus years of use). By contrast, only 18 percent of the city's teaching stations (and 17 percent of the total buildings) are suitable for such long-term

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[3] Richard Clifford et al. Financing Special Education in North Carolina. Chapel Hill, North Carolina: University of North Carolina, Frank Porter Graham Child Development Center, May 1983. These figures include expenditures from all sources excluding capital outlay, bus purchases from local funds, school food services, and income supported program expenditures from 1 July 1981 through 30 June 1982.

Table 4

Comparisons of Facility Conditions In PCS and GCS, 1982-83

| Facilities Conditions | Percentage of Teaching Stations | | Percentage of Buildings | |
|---|---|---|---|---|
| | PCS | GCS | PCS | GCS |
| Long-range (30 plus years) | 50 | 18 | 27 | 17 |
| Long-range (15 plus years) | 7 | 65 | 7 | 50 |
| Medium-range (10 plus years) | 28 | 13 | 24 | 25 |
| Short-range (5 plus years) | 11 | -- | 17 | -- |
| Phase out (3 plus years) | 4 | 5 | 24 | 8 |

use. The composite picture is one of a county system with about an equal mix of very new and very old facilities and a city system with most facilities suitable for intermediate (10 to 15 plus years) use.

A number of the facilities in both districts are underutilized, whereas overutilizations occur only in the PCS. Table 5 reflects the conditions of over and underutilization and the reliance of the PCS upon temporary teaching stations to relieve overcrowding. Accepting as a measure of "significance" a 10 percent variation between the optimal building capacity and the number of pupils enrolled, it may be noted that 7 of the 21 county schools are significantly underutilized (Bethel, Stokes, Falkland, Whitfield, Sugg, Wellcome Middle, and Ayden-Grifton High) and 7 are significantly overcrowded (A. G. Cox, Ayden Elementary, Belvoir, Bundy, Robinson, Conley, and North Pitt). By the same definition, 7 of the 10 schools in the Greenville City district are significantly underutilized (Elmhurst, Third Street, Wahl-Coates, E. B. Aycock, Greenville Middle, Agnes Fullilove, and J. H. Rose), and none are significantly overutilized.

The "totals column" for under-and overutilization in Table 5 shows that overall, both the PCS and GCS have an excess of student spaces in permanent teaching stations. Also, both systems use temporary teaching stations, i.e., classroom trailers. The county unit reports the use of 68 temporary teaching stations to supplement regular teaching classrooms and the city reports the use of 16.

Table 5

Utilization of Facilities Based on April 1983
Enrollments by Schools in Both the PCS and GCS Systems

| School Name/Grade Levels | Optimal Capacity | Enroll-ment | Utilization Over | Utilization Under | Temporary Teaching Station |
|---|---|---|---|---|---|
| Pitt County Schools | | | | | |
| W. H. Robinson Elem. (K-3)* | 600 | 725 | 125 | | 2 |
| Ayden Elementary (K-4)* | 475 | 559 | 84 | | 4 |
| Belvoir Elementary (K-5)* | 425 | 486 | 61 | | 2 |
| Falkland Elementary (K-5)* | 325 | 152 | | 173 | 0 |
| Pactolus Elementary (K-5) | 350 | 329 | | 21 | 0 |
| Stokes Elementary (K-5)* | 175 | 217 | | 42 | 6 |
| H. B. Sugg Elem. (K,4-5)* | 675 | 525 | | 150 | 0 |
| Bethel Elementary (K-8)* | 650 | 561 | | 89 | 0 |
| Chicod Elementary (K-8) | 575 | 553 | | 22 | 1 |
| Grifton Elementary (K-8) | 500 | 510 | 10 | | 0 |
| G.R. Whitfield Elem. (K-8)* | 700 | 563 | | 137 | 0 |
| Sam D. Bundy Elem. (1-3)* | 450 | 525 | 75 | | 7 |
| A.G. Cox Elementary (4-8)* | 650 | 872 | 222 | | 9 |
| Ayden Middle (5-8)** | 405 | 420 | 15 | | 3 |
| Farmville Middle (6-8) | 675 | 631 | | 44 | 6 |
| Wellcome Middle (6-8)* | 652 | 502 | | 150 | 0 |
| Ayden-Grifton High (9-12)* | 720 | 605 | | 115 | 0 |
| D. H. Conley High (9-12)* | 855 | 990 | 135 | | 12 |
| Farmville Central HS (9-12) | 720 | 716 | | 4 | 0 |
| North Pitt High (9-12)* | 697 | 780 | 83 | | 16 |
| Extended Day (9-12) | - | 47 | | | 0 |
| Total | 11,274 | 11,268 | 810 | 947 | 68 |
| Greenville City Schools | | | | | |
| Eastern Elementary (K-3) | 400 | 375 | | 25 | 3 |
| Elmhurst Elementary (K-3)* | 450 | 372 | | 78 | 2 |
| Sadie Saulter Elem. (K-3) | 400 | 389 | | 11 | 3 |
| Third Street Elem. (K-3)* | 300 | 260 | | 40 | 2 |
| South Greenville Elem.(4-6) | 575 | 593 | 18 | | 3 |
| Wahl-Coates Elem. (4-6)* | 550 | 449 | | 101 | 0 |
| Greenville Middle (7)* | 472 | 405 | | 67 | 2 |
| E. B. Aycock JH (8-9)* | 1057 | 791 | | 266 | 0 |
| Agnes Fullilove (7-12)* | 300 | 103 | | 197 | 1 |
| J. H. Rose High (10-12)* | 1282 | 1147 | | 135 | 0 |
| Total | 5,786 | 4,884 | 18 | 920 | 16 |
| Total for PCS & GCS | 17,060 | 15,152 | 828 | 1,867 | |

* Schools with 10 percent or more of their permanent student spaces being over- or underutilized.

** The new Ayden Middle School will have an optimal capacity of 675 and it will not have temporary teaching stations.

Three PCS and three GCS schools are presently located on very inadequate sites (Sugg, Pactolus, and Bundy in the PCS, and Sadie Saulter, J. H. Rose, and Agnes Fullilove in the GCS); i.e., these schools are located on sites that have one-half or less of the recommended minimum acreage.

School facility funding needs noted by each district are as follows:

| | | PCS | GCS |
|---|---|---|---|
| a. | Replacement of temporary facilities | $ 2,950,000 | $3,124,000 |
| b. | Replacement of obsolete facilities | 4,748,000 | 1,200,000 |
| c. | Renovation of buildings suitable for long-range use | 2,195,000 | 1,515,000 |
| d. | New or renovated facilities for exceptional children | 826,000 | -0- |
| e. | Accessibility for the handicapped | 57,000 | 48,000 |
| f. | Renovations for energy conservation | 1,765,000 | 325,500 |
| g. | New or renovated facilities for administration, maintenance, transportation and warehousing | 550,000 | 345,000 |
| h. | Other needs (e.g., new facilities for anticipated growth; replacement of teaching stations lost due to renovation; new science, art, music, vocational, remedial equipment and facilities; site improvement) | 6,051,000 | 2,100,000 |
| | Total | $19,142,000 | $8,657,500 |

The PCS school facility needs plan (as summarized above) provides for making all facilities suitable for long-term use, replacing all temporary facilities, and expanding facilities to accommodate anticipated near-future growth. All PCS facilities would be located at the present sites (with sites expanded in some cases) with the exception of Sugg Elementary School, which would be incorporated into the overall renovation and construction at Sam D. Bundy School.

The GCS school facility needs plan also provides for updating all facilities for long-term use, replacing all temporary facilities, and adding non-existent facilities (e.g., an auditorium and athletic facilities). All GCS facilities would be located at the present sites (with sites expanded in some cases).

## III. FINANCE AND INSURANCE

### A. Finance

Data regarding funding patterns in the PCS and the GCS are drawn from Tables A-8 through A-14 in Appendix A, and from Appendix D, the Summary Description of 1982-83 School Finance and Insurance.

The breakdown by source of county funds was as follows (Table A-8):

| | Amount | Percent |
|---|---|---|
| Property | $11,595,638 | 68.21 |
| Fines | 315,904 | 1.85 |
| License | 31,798 | .19 |
| Excise Stamps | 65,961 | .39 |
| Sales | 2,015,168 | 11.78 |
| Alcoholic Beverage | 425,000 | 2.49 |
| Intangible | 404,163 | 2.63 |
| Beverage | 104,682 | .61 |
| Revenue Sharing | 956,706 | 5.60 |
| Miscellaneous | 1,180,222 | 6.90 |

Of the funds available ($17,095,242), 43.77 percent or $7,482,907 was allocated to the current expense section of the local school budget (Table A-9). It should be noted that the allocation in 1974 was 30.78 percent of the resources available. In the following year, 1975, and continuing to the present, the percentage of allocation of local resources to the school's current expense budget has ranged from 37.73 percent to 46.31 percent. The actual amount of the allocation has increased as local resources available to the county increased. Thus, the 1981 allocation is three times as large as the one for 1974. That this increase is substantial cannot be denied but it should be noted that this increase in appropriations was largely a consequence of an inflationary spiral in the economy and that this same condition prevailed in all sectors of society and in other school systems during this same period.

Table A-10 reveals that the percent of local resources allocated to current expense in Pitt County compares favorably with other counties in the immediate area. However, when compared with the state as a whole in terms of "effort" (local revenue available as compared to amounts expended for education), Pitt County does not compare favorably. The county ranks 13th among the state's school districts in local resources but 26th in

terms of expenditures for public education.[4] In short, Pitt County's favorable position in "resources available" is not matched by its record of expenditures for education.

Current expense expenditures per pupil from state, federal, and local sources (in average per pupil expenditure) for 1981-82 were as follows (taken from Table A-11):

| | State | Federal | Local | Total |
|---|---|---|---|---|
| Pitt | 1,320.79 | 306.63 | 493.91 | 2,121.33 |
| Greenville | 1,339.71 | 300.53 | 540.90 | 2,181.14 |
| N.C. | 1,327.74 | 210.88 | 495.69 | 2,034.31 |

These figures indicate that local revenue is supporting approximately one fourth of the per pupil current expense and that this level of support compares favorably with the state as a whole. A review of prior years indicates that per pupil costs in both systems increased approximately 40 percent from 1976-77 to 1981-82 (Table A-12).

Capital outlay expenditures for 1981-82 for PCS were $184,509.17 and for GCS were $251,008.18 (Tables A-13 and A-14). Since 1976, it has been the practice of the County Commissioners to allocate capital outlay funds on a per pupil prorata share basis to GCS and PCS.

B. Insurance

As shown in Appendix D, the Summary Description of 1982-83 School Finance and Insurance, the two school systems have essentially identical scholastic insurance programs provided through a common insurer. The two systems also have essentially the same building and construction liability insurance; however, these coverages are provided to the PCS through the State Division of Insurance and to the GCS through a local agency.

## IV. PERSONNEL AND STAFFING

Appendix E, entitled Summary Description of 1982-83 Personnel and Staffing, contains detailed information regarding personnel and staffing arrangements for both the PCS and the GCS. Several tables (Tables A-15 through A-24) also contain information pertinent to this topical area.

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[4] North Carolina Public Schools Statistical Profile, Table 28, p. I-65.

This aspect of the audit focused on (a) training/certification level of employed teachers, (b) pupil to professional staff ratios, (c) number and types of professional and auxillary personnel employed, and (d) recruitment, compensation, and general personnel policies.

A. Training Levels

The level of training by personnel in both districts exceeds that of their peers in neighboring school districts and in the state as a whole (Tables A-15 and A-16). In this school year in PCS, for example, 63 percent of the teachers held bachelor's degrees and 36 percent had advanced training beyond the bachelor's level. Only .61 percent (4 teachers) held certification below the bachelor's level. In the GCS a slightly larger percentage of teaching professionals had advanced training. Fifty-four percent held bachelor's degrees and 45 percent held certificates of advanced training beyond the bachelor's degree. Only two teachers held certificates below the bachelor's level. In both districts, teachers holding less than the bachelor's level were in the vocational area (these are tradesmen, however, and they are appropriately certified). While this level of training of professionals is to be commended, it is not unusual in view of the geographic proximity of the districts with one of the state's most prominent teacher education institutions, East Carolina University. The level of training does, however, impact on per pupil expenditure comparisons with other units in the state (i.e., skewing state allocations upward and making personnel costs per position higher in PCS and GCS than is true in most other districts in the state).

B. Pupil to Professional Staff Ratios

Pupil to professional staff ratio is considered in Tables A-17 and A-18. While the ratio varies from one school to another in both districts, the totals are approximately the same in the districts as a whole--16.7 for the PCS and 15.18 for the GCS.

C. Numbers and Types of Personnel

The figures in Table 6 below (extracted from Tables A-19 and A-20) show the distribution of professional personnel in the two school districts.

Tables A-21 and A-22 (Appendix A) show the source of funding for certified personnel in the two systems.

Table 6

Number of PCS and GCS Personnel in 1982-83, by Title

| | PCS | GCS |
|---|---|---|
| Officials, Administrators, Managers | 6 | 5 |
| Principals | 21 | 10 |
| Assistant Principals | 19.5 | 3 |
| Teachers | 592 | 224 |
| Guidance | 16.5 | 11 |
| Psychological | 4 | 1 |
| Librarians/Audio Visual | 20 | 9 |
| Consultants/Supervisors | 10 | 2 |
| Other Professional Staff, Aides, Technicians | 189.5 | 92 |
| Nonprofessional staff | 288.5 | 99 |
| Total | 1,167 | 456 |

After allowances are made for differences in the size of the two systems, it is of interest to note the staffing differences in the number of positions assigned to Assistant Principals and Consultants/Supervisors categories. Generally, the PCS benefits from a higher level of staffing in these areas.

Tables A-21 and A-22 relate to the number of auxiliary personnel--aides, secretaries, food service personnel, custodians, and bus drivers--employed in each district. The data in these tables are summarized in Table 7. The figures in this table indicate that auxiliary personnel are approximately equally distributed in the two districts. Also indicated is the fact that the PCS relies primarily on student bus drivers whereas the GCS relies on adult drivers.

D. Recruitment, Compensation, and Other General Personnel Policies

Personnel operations are centralized in one office in the PCS, whereas several persons share personnel responsibilities in the GCS.

Table 7

Number of PCS and GCS Auxiliary *Personnel in 1982-83, by Title*

| | PCS | GCS |
|---|---|---|
| Aides | 161.0 | 71.0 |
| Secretaries | 24.0 | 15.5 |
| Food Service | 116.0 | 62.5 |
| Custodians | 65.375 | 31.0 |
| Student Bus Drivers | 159.0 | 7.0 |
| Adult Bus Drivers | 1.0 | 24.0 |

In terms of recruitment, both systems actively seek qualified candidates from all sectors of society although both suggest that a more vigorous recruitment effort for teacher candidates in certain areas (math, science, foreign languages, vocational education) would be in order. Recruitment procedures in both districts actively involve principals and appropriate members of the central office staff. Both school systems have a centralized system of personnel records keeping, transfer policies, grievance procedures, personnel evaluation, dismissal procedures, and reduction in force policies. The amount of local supplements paid annually to teachers in the two districts are as follows:

| | PCS | GCS |
|---|---|---|
| A-0 | 191.52 | 180.00 |
| G-14 | 300.96 | 297.00 |

Administrative supplements in the PCS range from $600 to $15,016 while in the GCS the range is from $480 to $4,500. The range of administrative supplements extends from elementary principals to the superintendent's position.

Both systems follow the practice of "extra pay for extra work" for teachers who carry extra duty assignments, although the amount of compensation and the method of determining it varies somewhat between the two systems. For example, the PCS pays a supplement of $1300 to $1600 for coaching boys basketball, whereas GCS pays $1000; GCS pays $600 for

coaching boy's track, as compared to $200 to $500 in PCS. In both systems, the board sets the scale and placement is determined administratively according to years of experience.

## V. INSTRUCTIONAL SERVICES, REQUIREMENTS, AND PROCEDURES

Descriptions of the major components of the PCS and GCS instructional services programs are presented in four sections of Appendix F: (a) Section F-1 covers instructional requirements and procedures; (b) Section F-2 covers instructional services; (c) Section F-3 covers grouping practices; and (d) Section F-4 covers systemwide testing programs. A brief summary of each of these four components is presented in this section below.

The audit of instructional services, requirements, and procedures covered a broad range of programs and activities that are directly related to the core of the educational system. And, as stated earlier in Chapter 1, an evaluation of the quality of these services was beyond the scope of this study. Rather, the intent was to describe both systems so as to highlight differences and similarities in instructional programs and procedures. The summary descriptions that follow reflect that strategy.

### A. Instructional Requirements and Procedures

The grade-level organizations of the two school systems are as follows: the GCS has a grade 10-12 high school, a grade 7-12 alternative school, a grade 8-9 junior high school, a grade 7 middle school, two grade 4-6 schools, and four K-3 elementary schools; the PCS has four grade 9-12 high schools, two grade 6-8 middle schools, and fourteen schools that cover various other combinations of grades K-8.

The GCS requires 21 units to graduate; the PCS requires 20 units. The difference results from the GCS's requirement of additional units in mathematics and physical education and health/safety whereas the PCS allows a larger number of electives (7 GCS, 9 PCS). Both systems comply with the state graduation requirements regarding demonstration of competency in math and reading.

Although each system has developed and implemented special elementary school programs in reading and mathematics, both systems have comprehensive

elementary school programs that provide for both a range of skill levels within each grade and articulation between grades. Also, both systems offer a comprehensive list of courses in grades 9-12, although the PCS offers a greater variety of courses labeled as "advanced placement" than does the GCS.

Both systems have well-defined attendance and suspension policies; the PCS permits students with involuntary absences to make up tests, whereas the GCS does not. The GCS has an inschool suspension policy and an examination exemption and award system in grades 9-12; the PCS does not have an inschool suspension policy but it does have an examination exemption policy.

The system of reporting pupil progress differs somewhat between the two systems at the K-3 level due to the absence of firm criteria as to what constitutes exceptional, average, and poor performance. The report card period for both school districts is every six weeks except that reporting for kindergarten pupils in the GCS is every 12 weeks. The PCS issues special mid-term progress reports to parents of students with declining performance.

Except for Fullilove in the GCS, the schools of both systems are fully accredited by the regional association, the Southern Association of Colleges and Schools; however, the two systems are on different ten-year accreditation cycles. The county schools have Level III state accreditation whereas the city schools have not sought accreditation under the new state guidelines.

Textbook selection procedures are essentially the same in both school districts except that the PCS includes parents on the textbook selection committee whereas the GCS does not. Since the State Textbook Commission permits some choice in texts, there are, understandably, some differences in the two systems in terms of the textbooks in use in the various subjects at certain grade levels. However, the "same" adaptions far outnumbers the "different" adaptions in the two systems.

The budget from local funds for instructional materials and supplies, including library materials, for the PCS is $19.63 per pupil; the GCS's allocation is $24.81 per pupil. The PCS has a student fee schedule that varies by grade with a flat fee ranging from $6.00 to $7.74 plus special course and activity fees. The GCS charges a flat student fee of $5.00 for grades K-7 and $7.50 for grades 8-12. No other special fees are charged.

Interscholastic and intramural sports offerings are more extensive in the middle grades in the GCS than in the PCS. Both offer baseball, basketball, and football. Beyond that, the GCS offers wrestling, track and tennis. The programs at the senior high school level are essentially the same except that the GCS offers swimming and soccer, whereas the PCS does not.

The school calendar for the PCS is about a week later than that of the GCS. The school day in PCS begins and ends earlier than does the GCS's.

B. Instructional Services

Both school systems are currently using computers (primarily microcomputers) for administrative and instructional purposes, and both systems have plans to significantly increase this usage over the next five years. Elementary school children in both systems are exposed to computers through computer awareness programs and enrichment classes. The GCS is placing their STAR reading and Heath math objectives on the computer. At the high school level, the GCS is using microcomputers in math and business data processing; in the PCS, microcomputers are used in the career exploration program. The PCS coordinates the use of microcomputers through the media center. Both systems subscribe to the Minnesota Educational Computing Consortium, an excellent resource regarding educational uses of computers.

Programs for exceptional children are quite similar in both systems since staff from the two systems work cooperatively in program planning and children in the two systems often share the same programs. Both systems interface their handicapped programs with vocational programs, staff their programs with regular allotments, and contract with the Institutional and Child Development Center. The PCS has four school psychologists, two guidance counselors in each high school, and a total of 10.5 counselors for the other 16 schools. The GCS has one school psychologist, a standing active parent committee, and counselors in all elementary schools. The GCS provides transition between self-contained and resource room services based on child's functional level and severity of need. The PCS has some transitional EMH and LD classes.

In the PCS, Chapter II projects are identified and funded at the Central Office level. In the GCS, individual schools submit projects to the Central Office for funding consideration.

Both the PCS and GCS have comprehensive cultural arts programs in art and music in grades K-12.

The PCS has assistant principals in four high schools and ten elementary schools. The GCS has assistant principals in the junior and senior high schools, but none in the elementary schools.

The PCS and GCS have comprehensive staff development programs that utilize college courses (15-25 percent), conferences (5-10 percent), workshops (70-75 percent), and individualized study (less than 1 percent). Within these ranges, the GCS uses the college course approach a little more and conferences a little less than does the PCS. The GCS staff feel that local funding for their program is inadequate when compared to funding for the PCS program and, therefore, their program is of lower quality than the PCS program.

The PCS audio-visual media program, which is supervised full-time by a Central Office staff person, has a central media center and a full-time technician for maintaining equipment (90 percent of their inventory is in the schools). In the GCS, program supervision is shared by the directors of elementary and secondary education. Since the GCS does not have a central media center, all the equipment is placed in the schools and all repairs are contracted out. PCS Central Office staff rate the adequacy of their audio-visual equipment as "good" and their adequacy of their library collections as "super." GCS Central Office staff rate the adequacy of their programs with respect to these same areas as being "fair" and "lacking," respectively.

The PCS offers prevocational "occupational exploration" courses in grades 6, 7, and 8; the GCS offers prevocational courses in grades 7, 8, and 9. At the high school level, both school systems offer courses in business and office education, distributive education, home economics education, and trade and industrial education. The PCS also offers courses in agricultural education, whereas the GCS also offers courses in health occupations and industrial arts and has an executive internship program.

Both school systems have certain other special or unique elementary and secondary school programs. At the elementary school level, the PCS has the locally developed Coombs reading and math continuum programs, and a drug/alchohol program; GCS has the Kindergarten Learning Abilities Program, STAR reading program, and Heath math program. At the secondary level, the

PCS has ROTC in two schools, a driver education range, and a broadcasting program; the GCS has an alternative school, which is shared by both systems.

C. Grouping Practices

Both school systems are committed to the practice of homogeneously grouping students for instruction. Students in grades 1-8 in both systems are grouped and, in addition, the GCS uses grouping in grade 9. Grouping practices in the PCS are monitored by the Office of Civil Rights and, therefore, must comply with criteria set by that agency. Organizational arrangements for grouping in the two systems are as noted in Table 8

D. Systemwide Testing Programs

Both districts use standardized tests as a basis for making decisions regarding the placement of pupils in groups. However, some variations exist in the specific tests and subtests used and in the weight assigned to test results in comparison to grades and teacher judgement (see Appendix F, Summary Description of 1982-83 Instructional Service, Requirements, and Procedures, for a complete listing of tests administered by grade level). The GCS has a 1 to 4800 ratio of psychological testing staff to students, whereas the PCS has a 1 to 3000 ratio.

Both systems administer one standardized test for math and language arts/reading at each of grades K-8. In addition, the PCS administers the CTBS (Comprehensive Test of Basic Skills) science and social studies subtests in grades 3-8 to obtain scores for grouping students in grades 4-8.

The PCS administers an algebra prognosis test in grade 7 and an algebra achievement test in grades 8 and 9; the GCS administers algebra prognosis and aptitude tests in grades 7 and 8 to students who are recommended by the staff to take Algebra I in either grades 8 or 9

In grades 7-10, the PCS also administers a locally developed pre-competency test for the North Carolina Competency Test; the competency test is administered only in grade 11. The GCS does not administer a pre-competency test, but the system administers the N.C. Competency Test in grade 11 and again in grade 12 to those students who do not pass the test in grade 11.

The PCS staff has expressed a desire to reduce the number of tests administered, subject to OCR approval. The GCS anticipates some modest

increase in its testing program. Should this be done, the two testing programs would be reasonably comparable.

Table 8

Pupil Grouping Arrangements

| Grade | PCS Grouping Practice | Grade | GCS Grouping Practices |
|---|---|---|---|
| K | Heterogenous groups balanced by race and sex. | K | Heterogeneous groups balanced by race and sex. |
| 1-3 | Individual schools may elect one of three grouping practices: (1) heterogeneous, (2) stratified heterogenous, or (3) homogeneous. | 1-6 | Planned heterogeneous classes balanced by sex and race in combination with homogeneous grouping for instruction in reading and math. |
| 4-8 | Homogeneous grouping is required in language arts, social studies, science, and mathematics. | 7 | Homogeneous grouping. |
| | | 8 | Homogeneous grouping in language arts, social studies, science, and mathematics. |
| | | 9 | Homogeneous grouping in English, history, science, and mathematics. |
| 9-12 | Homogeneous grouping is accomplished through four levels of course offerings (advanced placement, college preparatory, basic, and remedial). | 10-12 | Homogeneous grouping is accomplished through four levels of course offerings (Phase 1, Phase 2, Phase 3, and remedial). |

## VI. TRANSPORTATION

As noted in Appendix G, Summary Description of 1982-83 Transportation, the GCS has no transportation department and gets its transportation service from Pitt County. This, in effect, places the transportation of all children in the county, regardless of where they live, under the Pitt County School System. Transportation patterns differ in that, in the GCS,

separate bus routes are operated for grade K, grades 1-6, grade 7, grades 8-9, and grades 10-12. Dismissal times are related to the bus routes in that the p.m. dismissal schedules are: 1:30 for grade K, 2:30 for grades 1-6, 3:00 for grade 7, and 3:30 for grades 8-12. The PCS has separate bus routes for grades K-8 and for grades 9-12, and dismissal time is the same for all grades.

The average bus route mileage (round trip) for both the GCS and PCS is about 43.4 miles. The long GCS routes are due, in part, to the required busing to achieve racial balance.

Both the GCS and the PCS transport exceptional children on regular buses where practical; otherwise, mini-buses or (in cases of extreme exceptionality or route locations) contract transportation are used.

All school system buses are maintained by the County and replaced by the State according to a standard formula, except that special buses (e.g., recreation buses, band buses) that may be assigned to or even owned by individual schools are maintained separately as individual expense items and replaced as required as routine line cost items.

## VII. MAINTENANCE, PLANT OPERATION, SCHOOL FOOD SERVICE, AND PURCHASING

Appendix H, entitled Summary Description of 1982-83 Maintenance, Plant Operation, School Food Service, and Purchasing, provides information in these areas for both school systems.

Maintenance and food storage facilities in both systems are located on school campuses. The PCS facilities contain 20,933 sq.ft. and are located on the campus of Cox Elementary School. The GCS facilities contain 5,500 sq.ft. and are located on the Third Street School Campus. The maintenance staff of the PCS consists of 21 persons plus a supervisor. The GCS employs nine maintenance persons plus a supervisor.

Both units use electricity, oil, and gas to heat, and electricity to cool. The PCS, in addition, uses coal to heat. Both systems participate in the State's monitoring program as a means of energy conservation.

With the exception of three schools (Sugg and Pactolas in the PCS, and Third Street in the GCS), lunchroom facilities are adequate. Cost of meals in the GCS are somewhat higher, probably because of the smaller proportion

of city children qualifying for free lunches (72 percent in the PCS; 60 percent in the GCS).

In both systems, purchase orders are written at each school (and signed by the principal) for supplies and equipment. Invoices are sent to the school district finance officer for payment. Items are purchased from the State Contract Certification List except for unlisted items. Each school must operate within its budget allocation.

## VIII. ADVISORY COUNCILS, VOLUNTEERS, AND COMMUNITY SCHOOL PROGRAMS

Detailed information regarding advisory councils and volunteers is contained in Appendix I, entitled Summary Description of 1982-83 Advisory Councils and Volunteers and Community Schools Programs.

Both systems rely heavily on advisory councils as a source of information to the respective Boards of Education. In the PCS, an advisory committee of 9 to 12 members is appointed by the Board for every school in the system. Although there are no individual advisory councils in the GCS, the system's PTA Councils serve basically the same function. In addition to school advisory councils, the PCS permits and encourages the formation of area councils for each of the four high schools and their feeder areas. The GCS makes extensive use of systemwide advisory committees organized so as to target specific areas; i.e., Math Advisory Committee, Business Affairs Advisory Committee, Vocational Education Advisory Committee, etc.

Both systems have organized programs for recruiting, training, and coordinating volunteer programs in the schools, and both systems have active community school programs which support the principles of the North Carolina Community Schools Act. The community school program, which is designed to encourage greater community involvement in the public schools, is available in every school in both districts and is under the administration of a Director in each of the two central offices.

The budgets for the community schools program, by source and by system, are as follows:

| | PCS | GCS |
|---|---|---|
| Local | $ 74,125 | $29,518 |
| State | 26,188 | 27,692 |
| Total | $100,313 | $57,210 |

Chapter 3

## Major Needs or Problems

As noted in Chapter 1, the major consideration, or goal, of the two school systems is the maintenance and enhancement of high-quality education for all elementary and secondary students in Pitt County. A careful review of the descriptions of the two school systems (as summarized in Chapter 2) suggests a number of needs or problems that must be adequately addressed if this goal is to continue to be met. Since the primary purpose of this RTI study was to determine the feasibility of merger of the two school systems and/or other operational alternatives, consideration must be given to (1) the symptoms that indicate that a problem exists that needs to be resolved, (2) the underlying problems that produce these symptoms, (3) alternatives (including merger of the two systems) that are available for addressing this problem, (4) the advantages and disadvantages of each alternative, (5) which alternative appears to have the most advantages and fewest disadvantages, and (6) how this alternative can best be carried out. This chapter addresses the first two considerations by identifying and discussing five major needs confronting the GCS and/or PCS; the balance of this report, then, will address the remaining considerations.

As noted previously (in Chapters 1 and 2), it was not the purpose of this study to evaluate the quality of the educational programs in PCS and GCS. Nevertheless, it became apparent during the course of the study that the citizen's of Pitt County have two excellent school systems. Both systems offer comprehensive programs and, on the basis of such traditional measures as performance on standardized achievement tests and competition in national and state academic programs and scholarships, the academic achievements of students in both systems compare quite favorably (i.e., at or above the norm) to other students in the state and in the nation.[1] In other words, the needs discussed in the remainder of this chapter do not appear to have adversely effected the quality of the educational programs currently offered in the two systems. However, the findings of this study

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[1] The Future of the Greenville City Schools: A Community Issue. Unpublished paper prepared by staff of the Greenville City School System, January 25, 1983, p.7-8.

suggest that if these problems are not resolved, their economic implications could seriously jeopardize the ability of both school systems (and Pitt County) to maintain this level of quality. Since the GCS and the PCS are linked to a common pool of county funds, there is a strong interrelationship between the major needs facing each system. Each need, therefore, must be viewed from the perspective of the county as a whole, not just from the more narrow school system perspective. For example, the additional funding required from the county's total education budget to alleviate a special need (or problem) confronting the GCS could lead to a reduction of the PCS budget that would adversely effect the PCS program. Given this interrelationship between the two systems and the importance of a strong educational program to the continued social, cultural, and economic growth and development of Pitt County, it is important that the School Boards of both systems work together with the Board of County Commissioners to alleviate these problems.

## I. NEED FOR MAINTAINING A HIGH LEVEL OF EDUCATIONAL EFFECTIVENESS IN BOTH THE PCS AND GCS IN THE FACE OF REDUCED FUNDING DUE TO DECLINING PUPIL POPULATION IN THE GCS

The figures presented earlier in Table 2 show that the GCS has lost 380 pupils since 1977-78 (an average of 76 pupils per year), and it is projected that the system will lose another 100 students for the 1983-84 school year. Because revenue allocation formulas (state and local) are based on average daily membership, the loss of pupils leads inevitably to the loss of revenue. Current expense expenditures per pupil this year from state ($1,339.71) and local ($540.90) sources totaled $1,880.61, which is the approximate amount that GCS would lose from state and local funds for each student decline in enrollment from 1982-83 to 1983-84. In addition, the percentage of increases in these allotments over the past few years have generally not kept up with inflation and cut backs in federal funding. These cutbacks are hard to absorb, especially in a small school system, since operating costs do not decrease (or increase) in direct proportion to the percentage of students lost (or gained). For example, using the current expense figures presented above, the loss of 100 students would result in a loss of about $188,061.00 of revenue; however, the system's operating costs

might be reduced just a fraction of that amount (although fewer instructional supplies might be required, the distribution of students lost might be such that the number of teachers required is not reduced, and, in all probability, there would be no reduction in the cost of such items as maintenance, utilities, insurance, food services, office employees, administrative support, etc.)

The GCS has experienced a steady relative decline in revenue since at least 1977, and this decline is projected to continue for at least the next four or five years (although the rate of decline may ease somewhat after the 1983-84 school year--see Table 2). The financial impact of the population decline is further aggrevated by the fact that the GCS serves a high percentage of exceptional or "high-cost" students (27.72 percent as compared to 18.45 percent in the PCS and 10.43 in the state). The provision of additional local funds to alleviate this situation could have an adverse effect on local funding available for the PCS.

## II. NEED FOR MAINTAINING A REASONABLE RACIAL BALANCE IN THE FACE OF CHANGING PUPIL POPULATION PATTERNS

The distribution of white and nonwhite pupils in the GCS as of April 1983 was 44 percent white and 56 percent nonwhite. The variation in the percent of nonwhite students between grade K (65 percent) and grade 12 (47 percent) indicates a trend toward a disproportionately larger nonwhite representation. Unless the trend can be arrested, it is highly likely that it will accelerate due to "white flight," and the trend in the school's pupil population will be reflected in the general population of the city. The percentage of nonwhite students in a school tends to converge rapidly to 100 percent after passing the 70 or 75 percent mark.

Research findings suggest that it is important that measures be taken to prevent further disparity in white/nonwhite enrollments. A study was conducted of the three-year growth in achievement experienced by a sample of 627 students who were in the sixth grade in 1970-71. These students were selected randomly from 103 elementary schools in the Philadelphia School District. Growth was measured by the changes in achievement test scores (using the Iowa Test of Basic Skills) between grades 3 and 6. During the years covered by the study, 23 percent of the elementary schools

had less than 10 percent black students, and 40 percent had more than 90 percent. The authors found that black and nonblack students benefitted (had the largest growth in achievement) when they were in schools with a 40 to 60 percent black student body, rather than in schools that were more racially segregated.[2]

In another related study conducted by the State of New York, evidence was presented that a student's performance, given the other characteristics of the school and student (including his/her own socioeconomic level), will tend to be greater the higher the average socioeconomic status of students at his/her school. From a policy point of view, this conclusion suggests that concentrations of low socioeconomic students in a school mitigate against high achievement; therefore, equalizing the socioeconomic level of the various schools in a district may be a means of stimulating a higher level of performance among low socioeconomic level students.[3] The level of academic achievement attained by its students is an important measure of the quality of a school system, and, as stated earlier, high quality education programs are essential to the social, cultural, and economic growth and development of the county.

## III. NEED FOR PROVIDING ADEQUATE EDUCATIONAL FACILITIES

Fifteen percent of the PCS's teaching stations (and 41 percent of the total buildings) are suitable only for short-range or phase-out use. Five percent of the GCS's teaching stations (and 8 percent of the total buildings) require early replacement. Three schools in each system are located on sites that are inadequate (i.e., they have one-half or less of the minimum required acreage). Older buildings, such as the ones in these categories, generally require more money for maintenance and operating costs--funds that could be used to better advantage to upgrade facilities intended for use for many more years, i.e., schools in the median-range (10 plus years) or long-range (15 plus years) categories.

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[2] Summers, Anita A. and Barbara L. Wolfe, "Do Schools Make a Difference?" American Economic Review, September, 1977, pp. 639-652.

[3] Variables Related to Student Performance and Resource Allocation Decisions at the School District Level. Albany, New York: The University of the State of New York, State Education Department, June 1972. p. 105.

Twenty-eight percent of the PCS's teaching stations (and 24 percent of its buildings fall in the medium-range use (10 plus years). Thirteen percent of the CGS's teaching stations and 25 percent of its buildings fall in this category. Generally, these are the schools toward which renovation and maintenance efforts should be directed.

Temporary teaching stations (mobile units [68 for the PCS and 16 for the GCS] and substandard classrooms [numbers depend upon definition used]) are in use in both the PCS and the GCS. Many of these mobile units have been in use on the same site for ten or fifteen years and, thus, are not being used "temporarily." The single mobile unit typically contains approximately half the square footage of a regular classroom. While mobile units may be acceptable as a short-term solution to a housing problem, they are not an acceptable permanent solution and should be replaced as soon as possible.

Based upon the above, the probability is that the PCS will be required to direct future capital outlay funds both to replace older facilities and renovate facilities suitable for intermediate use. The major capital outlay requirement in the GCS will be for renovation and improvement of existing facilities.

## IV. NEED FOR OPTIMUM UTILIZATION OF PRESENT SCHOOL FACILITIES

Declining enrollment in both the GCS and PCS has resulted in a general underutilization of about 1,000 student spaces in permanent teaching stations in the county as a whole. This problem is most severe in the GCS, which has about 900 unused student spaces. A significant degree of underutilization of permanent teaching stations occurs in 7 of the 10 GCS schools; there is no significant overutilization of permanent stations in the other 3 schools. In the PCS there is both underutilization (6 schools) and overutilization (8 schools) of permanent stations. Since PCS enrollments are projected to increase over the next four or five years and GCS enrollments are projected to continue their decline over this same period, this situation will worsen unless steps are taken to achieve a better balance between school enrollments and available permanent teaching stations. Underutilized buildings are inefficient from a cost point of

view; overutilized buildings generally result in undesirable teaching/learning environments.

## V. NEED FOR A CONSISTENT SCHOOL SYSTEM ORGANIZATIONAL PATTERN BASED UPON SOUND EDUCATIONAL PRINCIPLES

Related to the condition of the county's educational facilities is the inconsistent school/grade level organizational patterns in the two systems, particularly in the PCS. The schools in each system are organized as follow:

| PCS | | GCS | |
|---|---|---|---|
| Number | Type | Number | Type |
| 1 | K-3 | 4 | K-3 |
| 1 | K-4 | 2 | 4-6 |
| 4 | K-5 | 1 | 7 |
| 1 | K,4-5 | 1 | 8-9 |
| 4 | K-8 | 1 | 10-12 |
| 1 | 1-3 | 1 | 7-12 |
| 1 | 4-8 | | |
| 1 | 5-8 | | |
| 2 | 6-8 | | |
| 4 | 9-12 | | |

It appears that the major determinant of organizational patterns for grades K-8 has been building capacity and location rather than sound educational principles.

## VI. SUMMARY

The needs noted above are symptoms of an economic crises that, if not resolved, will limit the school systems' ability to meet their goal of maintaining and enhancing high-quality education for all elementary and secondary students in Pitt County. The imbalance in the pupil populations of the PCS and GCS threatens the ability of the systems to provide a high-quality educational program to all pupils. Indications are that this imbalance will worsen over at least the next five years. A major implication of this imbalance in pupil populations is that it precludes the effective utilization of existing school facilities--school facilities in the GCS are underutilized, whereas there is both underutilization and overutilization of facilities in the PCS.

Since a significant amount of school system's costs (e.g., maintenance and energy expenses for school plants) are not directly proportional to student enrollments, the small size of the two systems (particularly the GCS) precludes a number of economies that might be realized by larger systems. (According to the NCSDPI Division of School Planning, a school system needs a student enrollment of 10,000 to 15,000 to generate sufficient ADM-based funds for providing a well-rounded program.)[4] Problems with economy of size likely will be reflected in the near future in some decline in the excellence of the instructional programs, particularly in the GCS, and in the lack of funds to provide adequate educational facilities to house current programs and permit school/grade level organizations based upon sound educational principles.

Alternative strategies or options for addressing these problems are presented and discussed in Chapter 4.

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[4] The Future of the Greenville City Schools: A Community Issue, op cit., p. 15.

Chapter 4

## Major Options

This chapter presents and examines four basic options available to the Pitt County and Greenville City School Systems for addressing the major problems described in Chapter 3. The impact of these options on each of the issues and concerns presented in Chapter 3 is discussed, as are the advantages and disadvantages of each option.

The first option, to leave the two systems essentially as they are, was selected for consideration primarily (1) because this status quo option will become the option of choice based upon its "incumbent" status if no other alternative is adopted, and (2) because it provides a basis for the comparison of other alternatives.

A second option, that of retaining the two-school-system organization but changing the boundaries of both school systems, was selected for consideration because it is one means of regulating the imbalance in the pupil population and of increasing the GCS to a more viable size. Two alternatives for changing boundaries were considered under this option; i.e., adjusting the GCS district lines to coincide with (1) the city lines or (2) the city's extraterritorial jurisdiction limits.

The third option, the use of a supplemental tax or weighted formula to allocate per-student revenues, considers variations to current state and local per student funding formulas that could result in the allotment of a greater proportion of funds to the GCS to cover the additional costs of educating special students, compensating for the inefficiencies associated with the operation of a small system, and ameliorating the effects of declining enrollment. This option is not a stand-alone option and it would be used in conjunction with any of the other three options; however, it is primarily applicable to the first and second options.

The fourth option, that of merging the two systems into a single system, was selected for consideration based upon the fact that the primary purpose of this study was to consider the feasibility of such an approach. Inherent in this charge to RTI was the knowledge that merger is a direction successfully taken by a number of other school systems (see Chapter 1, Section II) to resolve problems similar to those faced by the PCS and GCS.

# I. THE STATUS QUO OPTION

The status quo option assumes that the PCS and the GCS would continue to exist as two separate and distinct systems within the present district boundaries. Given the constraints of existing school districts boundaries, both systems are limited in their options for addressing the five needs (issues and concerns) summarized in Chapter 3. Nevertheless, certain strategies are available to at least partially address each of these needs. These strategies are briefly overviewed below. Following this overview is a summary listing of the advantages and disadvantages of the status quo option.

## A. Strategies Under the Status Quo Option for Addressing the Five Basic Needs

### 1. Need to Maintain a High Level of Educational Effectiveness in Both the PCS and GCS in the Face of Reduced Funding Due to Declining Pupil Population in the GCS

Under the status quo option, provisions are extremely limited for dealing with one of the GCS's (and, indirectly, PCS's) most pressing problems--declining enrollment. Basically, there are two ways that the GCS can increase student enrollments without changing district lines.

One, the system can attract city students currently enrolled in private schools. As noted in Chapter 2, the GCS appears to be competing favorably with private schools, at least since 1976. Available data on private school enrollments suggest that the loss of students to private schools is a relatively insignificant contributor to declining enrollments.

Two, the system (or city) can attract new residents to areas located within the school district's boundaries. However, given the nature of residential areas available within the GCS district boundaries to attract new residents, the probability that this approach will have a significant impact on declining enrollments is very small.

The inevitable consequence of declining enrollment is relative reduced funding from the state and county. The loss is significant since, as explained in Chapter 3, reductions in operating costs are not directly related to reductions in student enrollments. To maintain the quality of its educational program in the face of reduced funding due to a declining

pupil population, the GCS must realize economies within the existing program to offset the loss of funds and/or obtain additional funding from other sources. The Superintendent of the GCS has stated publicly that the quality of the system has been mortgaged over the past five years as a result of budget cuts, suggesting that there are few, if any, economies to be realized within the existing program without reducing it to a substandard program. The remaining alternative is to obtain additional revenue. The weighted formula/supplemental tax option discussed in Section III of this chapter discusses general strategies related to this alternative.

2. Need to Maintain a Reasonable Racial Balance in the Face of Changing Pupil Population Patterns

The status quo option contains no direct provisions for contributing to racial balance in the GCS. While the present required busing to achieve racial balance in the GCS apparently is a viable short-term option, the issue likely will become more critical in view of changing pupil population patterns.

3. Need to Provide Adequate Educational Facilities

The status quo option would require that the boards of education of the separate school districts resolve the school facility problems for the district over which each board has jurisdiction without regard to conditions in the other school system. The PCS board, for example, would need to plan for the relocation of pupils from phased-out schools into existing PCS schools, some of which are presently overutilized. Underutilized GCS schools would not be available to the PCS board under the status quo option. Both district boards would need to direct substantial funds into renovation and ongoing maintenance of medium range facilities. The effect of the status quo option would be that two lists of schools requiring upgrading and improvement (and requests for new construction by the PCS) would be put forth rather than a single list, based upon priority of need. Thus the two districts would be competing for funds and the county commissioners would be in the position of determining priorities. It is important to note that the PCS Superintendent feels that over the next ten years the PCS will face a significant increase in the underutilization of teaching stations in about 35 percent of its facilities, and a severe or intolerable overutilization in Winterville unless a number of new teaching stations are added in that area or students are reassigned. The

inefficiencies associated with underutilization will drain monies from the total county program, and capital expenditures will be required with or without merger.

Replacing temporary teaching stations (mobile units) can be accomplished either by building permanent classroom additions or by reassigning a sufficient number of pupils to obviate the need for the temporary teaching stations. Substandard teaching stations may, in some cases, be upgraded to standard by renovation or they may be abandoned as classrooms and converted to other uses. In the latter case, however, the school's capacity would need to be increased by an addition, or the displaced pupils would need to be reassigned to other schools.

Under the status quo option, the PCS would be limited in its ability to vacate temporary classrooms by pupil reassignment since many of the spaces available are in the GCS. Replacing temporary or substandard teaching spaces through new construction would be difficult to justify economically in view of the underutilization that exists in the county as a whole. However, as discussed in subsection 4 below, there are some immediate steps that the GCS and PCS can take to better use existing facilities.

4. Need to Optimize the Utilization of Present School Facilities

Figures 2 and 3 are maps showing the current location of schools in the PCS and GCS administrative units. Using the "facility-utilization" data presented and discussed in Chapter 2 (see Table 5), schools with significant (10 percent or more) under- or overutilization of permanent facilities are noted with a circle (0) for underutilization and an (X) for overutilization. Also shown on Figure 3 are the Greenville City lines and extraterritorial jurisdiction limits and, as a frame of reference, the location of the three PCS schools that are closest to these lines. As reflected in Figures 2 and 3, the major condition in the GCS is underutilization, whereas both under- and overutilization are present in the PCS.

A simplistic solution to the problem of the PCS would seem to be the shifting of pupils from overcrowded schools to underutilized schools. This is feasible only when the schools involved are in the same geographic area. To a limited extent, this can be accomplished as follows:

(a) Transfer fourth grade pupils (89) from Ayden Elementary School to Ayden Middle School, and eliminate 4 trailers at Ayden Elementary.

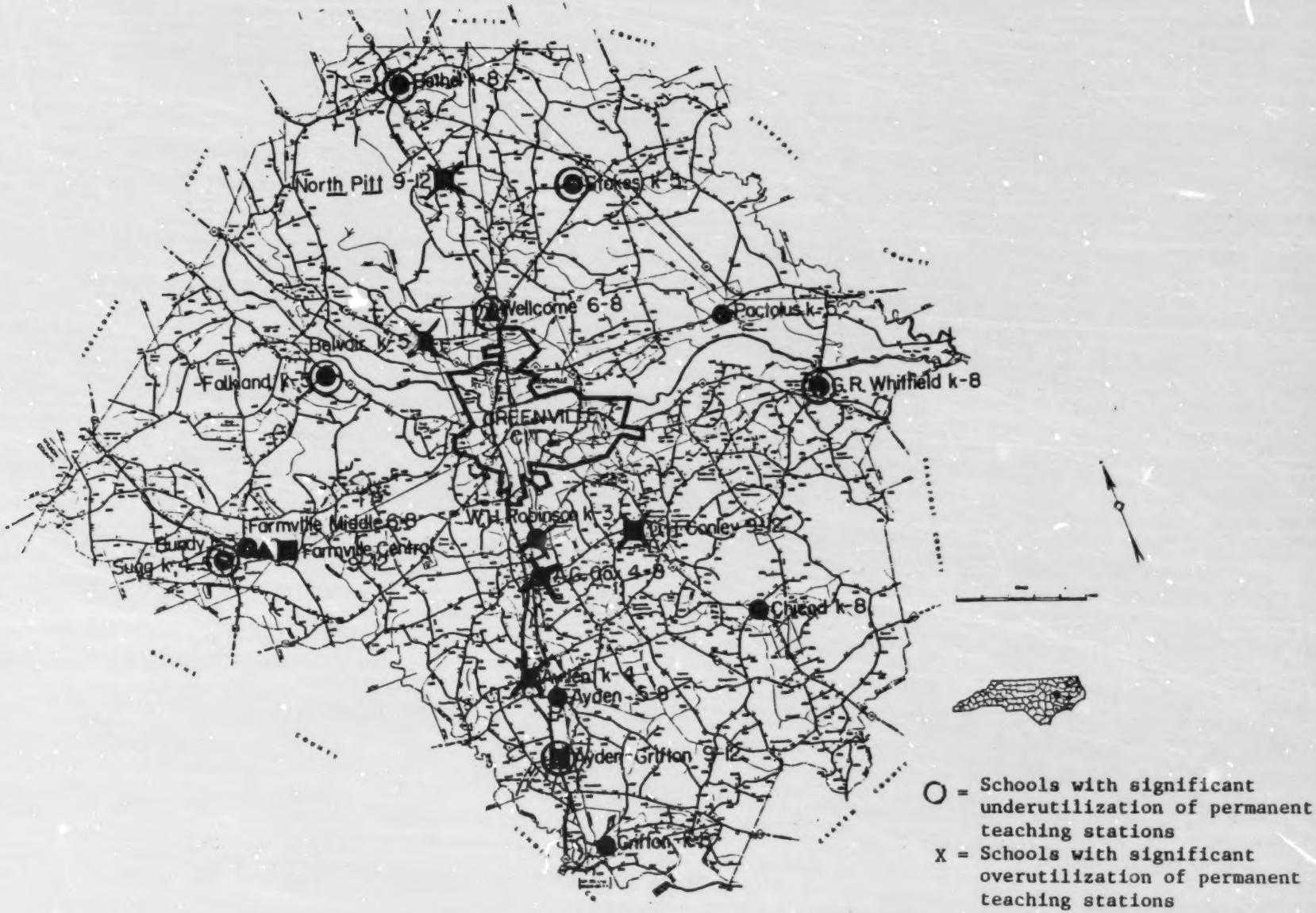


Figure 2. Pitt County administrative unit, 1982-83

(b) Close H. B. Sugg School (525 pupils), which is underutilized and in poor condition, and build an addition to Bundy School on land acquired adjacent to the present site. The new addition would allow the Farmville grade level organization to be K-3, 4-8, and 9-12. (It might be possible to sell the present Sugg building to Farmville, e.g., for possible use as a recreation facility.)

(c) Reassign pupils in Hollands-Belvoir Crossroads area, from Belvoir (K-5) to Falkland (K-5) to provide a better balance between under- and overutilization. This area is bounded (1) on the west by the Pitt County line, (2) on the south by the Tar River, (3) on the east by State Highway 222 from the Tar River to Belvoir Crossroads and State Road (SR) 1400 from Belvoir Crossroads to U.S. 64, and (4) on the north by U.S. 64. All K-5 students along both sides of SR 1400 and State Highway 222 in this area would need to be reassigned from Belvoir K-5 to Falkland K-5. A total of approximately 60 K-5 students were in this area in 1982-1983.

(d) Reassign pupils in Ballards Crossroads area, from Conley H.S. to Ayden-Grifton, again to provide a balance between under- and overutilization. This area consists of the following state road (SR) and highway segments: (1) U.S. 13/264 west of SR 1124; (2) SR 1124 (all); (3) SR 1114 north of SR 1117; (4) SR 1138 south of SR 1217; and (5) SR 1125 west of SR 1124. A total of 20 high school students were in this area in 1982-83.

(e) To further adjust the over- and underutilization in grades 9-12, reassign pupils in Clayroot area, from Conley H.S. to Ayden-Grifton. This area is bounded (1) on the east and south by the Pitt County line, (2) on the north by N.C. 102, and (3) on the west by SR 1923. A total of 25 high school students were in this area in 1982-83.

(f) Build sufficient classroom additions to Conley H.S. to eliminate trailors on that site; the number of classroom additions required would be determined after analyzing the impact of the reassignments in (d) and (e) on the enrollment at Conley H.S.

(g) Build a 16-teaching station addition to North Pitt and eliminate trailors on that site.

(h) Build a new K-3 Stokes-Pactolus school to replace the existing Stokes and Pactolus schools, both of which are in poor condition.

(i) Renovate and upgrade the facilities at Whitfield.

In summary, the effect of implementing these recommendations would be to: relieve the problem of temporary and substandard teaching stations at Ayden Elementary; phase out Sugg and Stokes Elementary; equalize capacity and enrollment at Belvoir, Falkland, Conley and Ayden-Grifton; relieve overcrowding and temporary teaching stations at North Pitt; and provide better grade level organization and facilities in the Farmville schools. The location of the existing school system line precludes the transfer of students between the two systems to further alleviate overutilization at PCS schools located near the existing GCS district lines (e.g., Belvoir Elementary, D. H. Conley High School, W. H. Robinson Elementary, and A. G. Cox Elementary).

Under the status quo option, the only remedy available to the GCS for the problem of underutilization is to close schools and reassign pupils to other schools to reach optimum capacity. However, under this option, implementation of the following recommendations would improve utilization of existing facilities and reorganize the schools into an educationally defensible pattern--K-5, 6-8, and 9-12:

(a) Close Agnes Fullilove (7-12 Alternative School) and move the students (103 pupils) to either Third Street or Sadie Saulter. The adoption of this recommendation would enable the GCS to comply with the requirement of the Greenville City Inspection Department that Fullilove be closed as of the end of the 1983-84 school year.

(b) Reassign 70 to 100 students from South Greenville to Wahl-Coats.

(c) Transfer E. B. Aycock 9th grade students (369 pupils) to Rose High School and add grades 6 and 7 to E. B. Aycock.

(d) Convert all other schools to K-5 schools (i.e., Saulter or Third, South, Wahl-Coates, Elmhurst, Eastern, and current Greenville Middle).

5. <u>Need to Develop Consistent School System Organizational Pattern Based Upon Sound Educational Principles</u>

The need for a consistent school system organizational pattern is more prevalent in the PCS than in the GCS. As reflected in the recommendations

presented in the previous subsection, some immediate measures can be taken under this option toward meeting this need. However, moving toward a more defensible organizational arrangement will require long-range planning and some latitude in terms of the spending of capital outlay funds to adapt the building to the program to be served rather than vice versa.

B. Advantages and Disadvantages of Status Quo Option

The major advantages of the status quo option are that the identity of both school systems would be preserved and existing loyalties maintained. The sense of unity currently existing in both districts would not be disturbed and the individuality and uniqueness in school curricular and extracurricular programs would continue to exist. This option also would be the least disruptive in the sense that substantial change would not be required. Finally, key groups or organizations would not lose their ability to influence decision making in the separate districts.

The primary disadvantages of the status quo option are as follows:

(1) Additional funding would be required to partially replace funding lost due to the declining pupil population in the GCS.

(2) Maintaining racial balances in the GCS would become increasingly difficult.

(3) Flexibility in providing additional school facilities and in updating and utilizing present facilities would be limited by the two-system approach.

(4) Various "economies of scale" that might be realized by a merged system would not be realized.

## II. THE TWO-SYSTEM, BOUNDARY-CHANGE OPTION

Two options were considered for expanding the GCS district lines. The first was to make the district lines coterminous with the Greenville City Limits (GCL); the second was to make them coterminous with the city's Extraterritorial Jurisdiction (ETJ) limits. The map presented earlier as Figure 3 shows the complex relationship between these three boundaries as currently established.

As noted in Figure 3, the GCS district lines are not now coterminous with either the Greenville City Limits or the Extraterritorial Jurisdiction line. Though not indicated on this map, major growth areas that lie inside the Extraterritorial Jurisdiction (ETJ) limits but outside the GCS district are generally located in the southern sector, although similar pockets are located in other sections as well. School-age children currently living within the city limits but outside the GCS district line are assigned to county schools.

A. Analysis of the Impact of Boundary Changes on the Five Basic Needs

To estimate the impact of the two options for changing the existing school district boundary, the following analysis was conducted. Using the student data base assembled for both school systems, the number of students in each of four different areas was estimated:

1) Greenville City Limits (GCL).
2) Greenville Extraterritorial Jurisdiction (ETJ).
3) Greenville City School District.
4) Pitt County School District within the Greenville ETJ.

Because of data limitations, the estimates presented in Tables 9 through 11 should be considered to be accurate to within about 10 percent.

Having estimated the residential location of all students in the Greenville ETJ in accordance with Table 9, consideration of the schools actually attended by these students led to the following conclusions:

1) There are approximately 6,070 students in the Greenville Area (i.e., Greenville City Limits (GCL) and Greenville Extraterritorial Jurisdiction (ETJ) currently attending GCS and PCS schools (Table 9).
2) Of these 6,070 students in the Greenville Area, approximately 5,020 have addresses in the GCS district area and 1,050 have addresses in the PCS district area (Table 9).
3) Of these 6,070 students in the Greenville Area, approximately 4,870 attend Greenville City Schools (GCS) and approximately 1,200 attend Pitt County Schools (Tables 10 and 11).
4) Therefore, strict enforcement of existing GCS and PCS district boundaries would result in a net gain to the Greenville City School System of approximately 150 students. This would, of

Table 9

Distribution of Greenville Area Student Addresses by Greenville City Limit and Greenville Extraterritorial Jurisdiction Areas and by School District Areas

| School District Area | Greenville City Limits Area | Greenville Extraterritorial Jurisdiction Area | Totals |
|---|---|---|---|
| Greenville City Schools District Area | 4,580 | 440 | 5,020 |
| Pitt County Schools District Area | 370 | 680 | 1,050 |
| Totals | 4,950 | 1,120 | 6,070 |

Table 10

Distribution of Greenville Area Students Attending Greenville City Schools by Greenville City Limit and Greenville Extraterritorial Jurisdiction Areas and by School District Areas

| School District Area | Greenville City Limits Area | Greenville Extraterritorial Jurisdiction Area | Totals |
|---|---|---|---|
| Greenville City Schools District Area | 4,380 | 390 | 4,770 |
| Pitt County Schools District Area | 60 | 40 | 100 |
| Totals | 4,440 | 430 | 4,870 |

Table 11

Distribution of Greenville Area Students Attending Pitt County Schools by Greenville City Limit and Greenville Extraterritorial Jurisdiction Areas and by School District Areas

| School District Area | Greenville City Limits Area | Greenville Extraterritorial Jurisdiction Area | Totals |
|---|---|---|---|
| Greenville City Schools District Area | 200 | 50 | 250 |
| Pitt County Schools District Area | 310 | 640 | 950 |
| Totals | 510 | 690 | 1,200 |

course, be a net loss of 150 students to the Pitt County School System (Tables 9, 10, and 11) (5,020 - 4,870 = 150).

5) Table 10 shows that approximately 100 students with addresses in the PCS district now cross the district boundary to attend GCS schools.

6) Table 11 shows that approximately 250 students with addresses in the GCS district now cross the district boundary to attend PCS schools. (Note also that most of these students live inside the Greenville City Limits.)

7) Enforcement of a school district boundary coterminous with the Greenville City Limits would result in a net gain to the GCS of only 80 students. (This, of course, would be a net loss of 80 students to the PCS system.) (Table 9 and Table 10 = 4,950 - 4,870 = 80.) Note here that the GCS system would gain more students by enforcing the existing district boundaries.

8) Enforcement of a school district boundary coterminous with the Greenville Extraterritorial Jurisdiction would result in a net gain of 1,200 students to the GCS system. (This, of course, would result in a loss of the same number of students to the PCS system. Table 11).

Given the above findings, it is obvious that making the GCS school district lines coterminous with the existing Greenville City Limits does not differ significantly from maintaining the status quo option. However, making the school district lines coterminous with the ETJ would have a significant impact on the student populations in both systems, i.e., the GCS would gain about 1,200 students and the PCS would lose the same number. Hence, only the ETJ boundary option will be discussed further in the remainder of this paper.

The two-system, ETJ-boundary option would address the problem of a declining pupil population in the GCS by providing the GCS with additional students immediately and with the opportunity for growth. Establishing ETJ-coterminous lines would provide a school district boundary that would be responsive to population growth and shift. The decline in the GCS pupil population would be stabilized, at least temporarily. Students gained by the GCS would, of course, be lost to the PCS.

The boundary-change option also addresses the racial balance issue by bringing into the GCS areas that are likely to be predominantly white. In addition, such a move also would clarify the present ambiguity in school boundary lines and voting districts and would facilitate a decision to levy a municipal education tax for schools should that ever be considered.

The boundary-change option would effect the utilization of facilities within both the PCS and GCS by permitting the transfer of some students from overutilized PCS schools to underutilized GCS schools, thus making it possible to improve building utilization in both the PCS and GCS. The housing situation in the PCS schools located near (or, in the case of the Wellcome school, within the ETJ) is as follows (see Figure 3 on p. 4.6):

| | Optimal Capacity | Enrollment | Temporary Teaching Stations |
|---|---|---|---|
| Belvoir Elementary | 425 | 486 | 2 |
| Welcome Middle | 652 | 502 | 0 |
| A. G. Cox Elementary | 650 | 872 | 9 |
| Robinson (K-3) | 600 | 725 | 2 |
| Conley High | 855 | 990 | 12 |

From a long-term point of view, however, the sporadic changing of the school district line could have a negative effect on school facility planning. For example, a change in the ETJ not only could result in the unplanned underutilization of a new PCS school but also could result in further transfers of PCS schools to the GCS as a result of being located in the "new" ETJ.

The additional space provided the PCS by the boundary-change option might also encourage planning regarding reevaluation of school organizational patterns.

B. Advantages and Disadvantages of Boundary-Change Option

Most of the advantages of the two-system, boundary-change option are directly applicable to the GCS in that: (1) the problem of declining enrollment in the GCS would be resolved, at least temporarily, (2) the trend toward an increased proportion of non-white students in the GCS would be countered, and (3) transportation costs would be reduced since children currently being bussed from Greenville to Winterville could either walk or have much shorter bus rides to underutilized GCS schools. However, this

option would enable both systems to use their school facilities more efficiently, at least on a short-term basis.

In the interest of full disclosure, however, it should be noted that the two-system, boundary-change option would create some new problems while resolving others. As was noted earlier, students gained by the GCS would be lost to the PCS. Associated with this loss of students is a loss of both the revenue and the teachers generated by the "lost enrollment." Should the affected teachers be "transferred" from the PCS to the GCS, the problem of differences in supplemental pay would be presented.

Additionally, school attendance lines, under this alternative, could become a major issue in annexation, thus complicating long-range planning by both school systems by the lack of certainty regarding school district boundary changes.

Finally, various "economies of scale" that might be realized from a merged system would not be realized.

## III. THE SUPPLEMENTAL TAX/WEIGHTED FORMULA OPTION

There is little evidence to suggest that the problem of decreasing enrollments and the associated decrease in per-student revenues that exists in the GCS under the status quo option would be resolved under the boundary change option--at least over the short term. The logical alternative is to increase the amount of revenue that GCS generates per student, which in turn could result in a decrease in per-student revenue for the PCS.

School systems have three primary sources of revenue--federal, state, and local. Another potential revenue source, the private sector, has been receiving increased attention in studies recently published by various national task forces and panels concerned with the "declining" quality of education in the nation's public elementary and secondary schools. Although the private sector can be an important and valuable resource, it ranks a "distant fourth" in terms of the amount of money that might be available to schools and LEAs over the next few years. As a result, the private sector is dropped from further discussion in this paper. The federal level is also excluded from further discussion since GCS and PCS personnel can do little to effect changes in federal funding policies over at least the next five years.

Though funding changes are apt to occur more rapidly at the state level than at the federal level, it is also doubtful that the North Carolina General Assembly and State Board of Education would (could) move fast enough to solve the immediate problems of GCS. Nevertheless, state funding policies are discussed in this section since about 60 percent of GCS funds come directly from the state. Also discussed are changes at the county level. Because changes in funding procedures are most likely to occur rapidly at this level, the county and/or city governments are the most promising source of a solution to the GCS funding problem. Section A below contains a discussion of the inequities in current North Carolina and Pitt County funding legislation and policies, as well as a discussion of alternative proposals for changing current funding policies to take into account the special needs of the students served, and the size and geographic location of the system.

## A. Alternative Strategies for State and Local Funding[1]

### 1. State Funding

North Carolina ranks ninth in the nation with respect to the large percentage of school revenue provided by the state to each local school system.[2] Presumably, a large contribution at the state level tends to equalize educational opportunities across the state by assuring all LEA's at least a minimal educational program that is not dependent on local support. Since most inequalties in school funding are the results of disparities in local wealth, it would indeed seem that North Carolina's method of requiring the state to fund the lion's share is quite equitable. In other words, in North Carolina it is the wealth of the whole state, not local wealth, that determines the minimal educational program in all school districts.

Because each local system's costs for providing equal educational opportunity are different, equality of funding, however, does not assure

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[1] The material presented in this subsection was taken from: The Future of the Greenville City Schools: A Community Issue. Unpublished paper prepared by staff of the Greenville City School System. January 25, 1983, pp. 32-40.

[2] How North Carolina Ranks in Education Funding. News Release. Raleigh, NC: Public Information and Publications, State Department of Public Instruction, December 1982.

equality of educational results, even if the state pays the entire bill. A uniform per pupil allocation (based on ADM) equalizes expenditures, or the total amount of money available to each system. However, equalizing services to children would seem to be a more important goal since it focuses on the type and the quality of classroom resources. Equal allocations do not necessarily guarantee equal educational services will be delivered.

Studies in North Carolina have revealed inequalities in education arising: from local differences in the proportion of the school population that require a more expensive education, i.e., the disadvantaged, the gifted and the handicapped; when systems experience declines in enrollment but maintain the same physical operation; when educational costs are higher in some geographic areas than in others (often because of size and distribution problems in rural systems); when state fiscal resources shrink, and some systems exist in areas with either low local efforts in terms of paying for education.[3] The findings of these studies, however, have not impacted on state funding practices, primarily because (a) the state legislature views school finance reform as a potentially expensive venture and certainly not one to consider at a time when fiscal resources are diminishing, and (b) powerful and wealthy school systems in North Carolina oppose such reform since they stand to get a smaller portion of state funds.

The important issue is neither the cost to the state, nor the question of what is the most equitable method of funding. The most important issue is that all the children in North Carolina are entitled to equal educational opportunity. Yet in some school districts, some children are being provided less adequate educational resources than are other students somewhere else in the state.[4]

A number of other states have developed, or are working on, acceptable ways to more realistically resolve the problem of local variations in such factors as the following:

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[3] Access to Equal Educational Opportunity in North Carolina. Raleigh, N.C.: Governor's Commission in Public School Finance, 1979.

[4] Wise, Arthur E., "School Finance Reform A Personal Statement." Educational Forum (May 1981), pp. 485-492.

a) Size of the System: Rural areas, because of the great distances, cannot consolidate schools to be more economically efficient. Also, small systems are far more sensitive to changes in ADM than are large systems. An equitable funding formula should have an adjustment factor for small and sparsely populated districts.

b) Declining Enrollment: Thirty states have incorporated into their body of school finance law one or more provisions aimed at reducing the adverse ecomomic impact resulting from a loss of student enrollment.[5]

c) Exceptional Students: As mentioned previously, North Carolina used to have an equitable formula for funding exceptional children, based on actual head count. Reverting to ADM as the basis for funding is a step backward.

d) Disadvantaged Students: Districts with high concentrations of culturally disadvantaged children should be provided more revenue per pupil than other districts since unmet educational needs are greatest in these districts.[6] Funding could be provided based on head count, or students could be assigned different "weights," when calculating the per pupil allotment.

In summary, it can be argued that North Carolina's flat grant program, because it fails to take into account local differences that significantly affect local expenditures on education,[7] is inequitable. Indeed, Congress had legislated a requirement for equity measurement in school finance. The Educational Amendments of 1978 mandate for the U.S. Department of Education to publish biennial profiles of each state showing the degree to which equalization of resources has been attained among school systems in the state.[8]

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[5] School Finance at a Sixth Glance. Denver, Colorado: Education Finance Center, Education Commission of the States, December 1981.

[6] Nord, Stephen, and Manfred H. Ledford. "In N.C. Overlooked Causes and Implications of School Finance Disparities." Growth and Change (Oct. 1979), 16-19.

[7] Ibid.

[8] Benne, Robert, and Leanna Stiefel. "Measuring the Equity of School Finance Policies: A Conceptual and Empirical Analysis." Policy Analysis (Winter 1981), 47-69.

Hopefully, legislative changes in North Carolina's school finance law will include measures that will fairly compensate for units that have special expenses due to size of the system, declining enrollment, high concentrations of children with special needs, and/or low local wealth, and that will somehow provide a means for increasing local effort in those counties where spending on education is low in proportion to the county's ability to pay.

2. Local Funding

One alternative for a local effort is a supplemental property tax. The county used to assess its residents within the GCS district a supplemental tax. In an attempt to be fair to both school systems, this tax has not been levied in the past few years, although Pitt County still has the authorization to do so. In fact, twenty-nine of the forty-three city systems do have a supplemental levy for current expense.[9]

As a second alternative, Pitt County could spend more of its tax dollar on education. But education faces strong competition for the tax dollar. Welfare, public safety, services for the elderly, sanitation, roads--all are as indispensible as the schools, and all are funded by the property and sales taxes. In Pitt County, education already receives over a third of the local budget, indicating strong local commitment to quality education. However, the issue of equity needs to be addressed at the local level.

A third idea is to use some form of a per-student weighting formula to allocate the county's education budget to the GCS and PCS. The reasons given above in support of this argument at the state level apply also at the local level. However, the County Commissioners are required by state law to divide the Current Expense allocation (salaries, supplies, plant operation) of the local education budget between the two school systems based on ADM, and therefore, there is nothing that can be done within the current expense fund, short of changing the law, to adjust the relative allocations of the existing current expense budget.

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[9] Presnell, Lacy M., Director of Division of School Planning, State Department of Public Instruction. Letter to William Moore, Chairman of Education Committee, Pitt-Greenville Chamber of Commerce on the Advantages of Merger. Raleigh, N.C., October 6, 1982.

It appears, therefore, that the only realistic alternative available for providing an equitable distribution of available local resources and providing at least a short-term solution to GCS's economic problems would be to reinitiate the supplementary tax. This could be done either by proportionately reducing the current expense rate or by raising the total ad valorem rate.

The strongest civic argument in favor of any increased local tax for education is the ultimate benefit to the community in such diverse areas as increased value of real property, improved labor pool, decreased crime, increased attractiveness to potential industries, increased community pride, decreased costs of welfare services, and so on.

A second argument for additional local support for the Greenville City Schools is that the GCS currently receives less than one-third the public education budget in Pitt County because of the prorata distribution of funds, yet forty percent of the county taxes are generated within the city school boundaries.

Another argument for requesting a greater local per pupil expenditure for Greenville City Schools is that the majority of city school systems in North Carolina do spend more money per pupil than do the county systems. In 1981, Greenville ranked thirty-ninth out of the forty-three specially chartered city school districts in both the percentage of the school's budget provided by the county, and the total amount of local funds provided to city units as compared to the encompassing county units. Thirty city units spent more (total per pupil expenditure) than the county units in which they are located.

The strongest argument against a supplementary tax to aid the GCS is that to the layman, it appears on the surface to be fairer to both systems to rely totally on the current prorata method of dividing county revenue between the PCS and GCS based on ADM. Of course, the arguments <u>against</u> ADM-based allocations have already been presented. The GCS has a higher concentration of handicapped and gifted than the PCS; it is well below the ideal size, while the PCS is not; and suffers from declining enrollment, which the PCS no longer does.

An option available to city school units for increased local financial support is a municipal education tax. No municipal taxes in Greenville are now spent on education. It is legally possible for Greenville to levy an

education tax to provide revenue to the GCS; there are currently two other specially chartered school districts in North Carolina that receive money from municipal taxes. Neither of these two school systems have coterminous boundaries.[10]

B. Impact of the Option on the Five Basic Needs

As stated earlier, changes in per-student funding procedures at the state and local levels are most desirable for both the status quo and boundary change options. Under the merger option discussed in the next section, there is no need for disproportionate funding between school systems since there would be only one system in the county. However, changes in state funding to provide for disproportionate funding between county units are pertinent.

Two of the five identified needs are directly related to increased funding, i.e., the need to maintain a high level of education effectiveness in the face of reduced funding, and the need to provide adequate facilities. All of the alternative funding strategies discussed above would certainly have a direct and significant impact on alleviating these needs. Also, they would impact on the other needs as follows: (1) the need to develop consistent organizational patterns to the limited extent that this need is related to the need to provide adequate facilities; (2) the need to maintain a reasonable racial balance to the extent that additional funds would make programs attractive enough to draw white students from private schools and/or increase the number of white residents in the city school district; and (3) the need to optimize the utilization of present school facilities to the extent that increased funds would result in increased student enrollments. However, it is anticipated that increased funding would have a small and relatively insignificant impact on the latter three needs.

## IV. THE MERGER OPTION

In the merger option, the two systems, would be officially joined to form a new school system. In most cases, consolidated systems have been

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[10] Presnell, Lacy, Director of the Division of School Planning, State Department of Public Instruction. Personal Interview on School Financing. Raleigh, NC, November 18, 1982.

named after the county (examples: Lee County, Moore County, Wake County), but this practice should not be construed to mean that the county system assumes control over the city system. In actuality, a new school unit is created under procedures found in G.S. 115-74.1 of The Public School Law.

The most significant change resulting from the consolidation of districts occurs in the area of governance. One board of education (rather than two) sets policy for the expanded district and acts upon the superintendent's recommendations regarding curriculum, building programs, employment practices, pupil assignment, etc. The consolidated board enjoys both the advantages of a county-wide perspective and the burden of solving county-wide problems.

A. Strategies Under the Merger Option for Addressing the Five Basic Needs

1. Need to Maintain a High Level of Educational Effectiveness In Both the PCS and GCS In the Face of Reduced Funding Due to Declining Pupil Population In the GCS

A consolidated county-wide school system would appear to offer the optimum solution to problems created by the declining pupil population in the GCS. Not only would the merger of the two school systems take cognizance of the fact that the quality of education within the City of Greenville is critical to the growth and well-being of the entire county, but also the merger would provide the means for dealing with the identified needs in both systems (as is discussed in the subsequent subsections below). The merger option could address the problems created by declining enrollment in Greenville by three means. First, at least part of the decline in enrollment in the city likely will be affected by increased enrollment in other parts of the county. Thus, the problem becomes a much simpler one of allocation of funds within the merged system. Second, a merged system would have increased flexibility to assign pupils and personnel to schools in a manner that could compensate for shifting enrollment in affected portions of the larger district and provide more alternatives for optimizing the utilization of all school facilities within the county (see Subsection 4 below). And third, the various operational economies that could be realized by a merged system could result in increased funds for dealing with specific concerns.

2. Need to Maintain a Reasonable Racial Balance in the Face of Changing Pupil Population Patterns

Removal of the line that separates the two school systems would reduce problems created by the changing pupil population patterns in the GCS. A merged system would have considerably greater flexibility in taking appropriate actions in pupil assignments to achieve racial balance--and, in the long run, this could reduce the amount of busing required for this purpose. One of the potential causes of "white flight" would be largely eliminated by removal of the district line that presently defines the area in which an increasingly non-white population presently must attend school.

3. Need to Provide Adequate Educational Facilities

With a merged system, a county-wide perspective could be brought to bear upon any and all of the issues and concerns presently imbedded in the separate school districts. The board of a consolidated district could engage in long range planning for the entire county regarding phasing out old facilities, renovating usable buildings and thus extending their period of usability, replacing temporary and substandard teacher stations, and, finally, locating new facilities in terms of proximity to the pupils to be served rather than the line which separates the two districts.

A consolidated school system would have significant advantages in terms of planning such activities as personnel practices, pupil assignment, program development, building utilization, and funding patterns. A consolidated system could anticipate personnel needs for the total county and could recruit more candidates and select from the larger pool those that are best qualified. Professional personnel could be assigned to any school in the county on the basis of need. The increased number of professionals would facilitate staff development activities and render training in subspeciality areas more feasible. Relieved from the restrictions of the present city school boundary, a consolidated system could more adequately plan the assignment of pupils to schools. The effect would be better utilization of existing facilities, more accessible schools and, in the long run, less capital outlay cost to the county. (A set of initial recommendations for reassigning students under this option is presented in the discussion of the optimum utilization of facilities that is presented in the next subsection.) The consolidated system could anticipate and plan for population shifts regardless of the section of the county involved in

such shifts. The needs of pupils with exceptionalities (gifted or handicapped) could be better planned for the total county than for two separate districts. The board of education of a consolidated district would be in a position of advantage in making decisions regarding educational programs and county commissioners would be better able to deal with a single board's fiscal matters rather than with two competing boards.

4. Need to Optimize the Utilization of Present School Facilities

At noted above, the merger option appears to offer an excellent opportunity to utilize present school facilities in an optimum manner. Basing facility decisions upon the needs of the pupil, regardless of where they live in the county, can permit some immediate relief for several overutilized PCS schools and can bring additional pupils (and resources) to several underutilized GCS schools. Toward this objective two sets of recommendations are offered. The first is the set that was presented earlier under the status quo option (Section I.A.4); this set is applicable also under the merger option. The second set of recommendations, which is presented below, applies only to the merger option. These two sets of recommendations do not constitute a complete and comprehensive plan for restructuring school attendance lines and upgrading school facilities. The development of a student assignment plan was well beyond the scope of this study. These recommendations do, however, represent an initial set of immediate steps that can be taken to alleviate the major issues and concerns identified in this study. Pending the subsequent development of a more comprehensive plan (should the merger option be selected) all school attendance lines would remain as presently structured except as noted below.

In the event that the merger option is selected, the following recommendations should be considered:

(a) Build new 4-8 school in the Winterville (Sunshine Nursery) area.

(b) Assign A. G. Cox students (4-8) to the new facility at Winterville.

(c) Convert A. G. Cox to K-3. This would require a major renovation following completion of new middle school and this would provide for elimination of trailers at Cox and Robinson schools.

(d) Reassign the 9-12 students living in the area between Highway 43 and Highway 11 north of secondary road 1708 to Rose (10-12) and Aycock (9) with a grandfather clause for all children living in

the current residence. Those south of secondary road 1708 would go to Conley High School. Approximately 30 students would be involved.

(e) Close Fullilove (Greenville City Inspection Department has mandated that Fullilove be abandoned or significantly renovated after the 83-84 school year) and move the present Alternative School program to: (1) J.H. Rose High (10-12) and Aycock Junior High (8-9) Schools, or (2) to Third Street or Sadie Saulter. A disadvantage of the first option is that the program in the senior high would need to operate as an extended day program and many students work in the afternoon and could not attend. Under the second option, the elementary students presently assigned to Third Street or Sadie Saulter would be reassigned to Elmhurst, Eastern, Third Street or Sadie Saulter (which ever is not closed) and a K-3 facility at Winterville (see (f) below).

(f) Close either the Sadie Saulter school or the Third Street school and reassign the 300 or 400 pupils (depending on which school is closed) as follows: 20 percent to Sadie Saulter or to Third Street (again depending on which school is closed), 20 percent to Elmhurst, and 60 percent to A. G. Cox (converted to K-3) or Robinson (stated percents are approximations that will vary depending upon the choice of schools to be closed). Greenville City students attending Cox or Robinson K-3 schools would go to South Greenville for grades 4-6, Greenville Middle for grade 7, Aycock for grades 8-9, and Rose for grades 10-12. Pitt County students would go from Cox or Robinson to the county school in the Winterville Attendance Area.

5. Need to Develop Consistent School System Organizational Patterns Based Upon Sound Educational Principles

In a merged system, the increased flexibility in making optimum use of existing facilities also would permit reorganization of grade-levels within schools based on sound educational principles rather than on facility availability.

B. Advantages and Disadvantages of the Merger Option

From the foregoing it may be concluded that the primary advantages of the merger option are: (1) problems with declining enrollment in the GCS could be largely alleviated, (2) racial balance in the schools would be easier to achieve, (3) planning for providing adequate educational facilities would be simplified, (4) optimum utilization of present school facilities would be enhanced, and (5) a school system organization based upon sound educational principles would be easier to achieve. Additionally, should the two districts be consolidated into one system, friction between two competing systems would be alleviated, long-range planning for the total system could be more effective and efficient, and a number of economies of scale could be achieved.

It should be acknowledged, however, that the merger of the two systems, while relieving some problems, will create others. Several of these are addressed in the following subsections.

1. Governance

As was noted previously, one board of education (rather than two) would be responsible for setting policy and overseeing the operation of all schools in Pitt County. To some extent, the establishment of a single board where two existed before increases the "distance" between the voters and their elected representatives, thus reducing "local control." Great care should be exercised in the creation of the new board to minimize this condition and to maintain public confidence. A set of recommendatons for creating a board for a merged system is presented in Chapter 5.

2. System Loyalties

Presently employed personnel in both districts would be affected by merger for they would be asked to relinquish present loyalties to either the PCS or the GCS and reassign them to the merged district. Experience in other districts which have consolidated indicates that this is easier said than done. People tend to call up the past in dealing with the present and comment, "This is the way we did it in the county (city)." However, those same experiences indicate that, with the passage of a few years, personnel will make the necessary adjustments.

3. Resolving Differences

A major immediate concern of the Board of Education of a newly consolidated district is the "leveling off" of conditions and services in

the district. Differences that were tolerated in two districts become unacceptable in a consolidated district. Differences in salaries, curriculum offerings, instructional practices, fringe benefits, working conditions, etc., demand attention of the administration and board in a newly consolidated district. Decisions need to be made to "level up", "level down", or compromise to reconcile variations. Appendixes C through I provide fairly detailed descriptions of differences that exist in the major related areas included in this study. Also highlighted in these appendixes are those differences that were deemed to be significant based on discussions with staff from both school systems. These differences are discussed below, along with a brief statement as to the cost implications (if any) for their resolution. In general, however, few significant differences were identified.

a. Facilities, Properties, and Capital Outlay (See Appendix C)

Under the merger option, utilization of existing facilities could be significantly improved and a few can be abandoned thus producing some cost reductions. Long-range planning on a countywide basis can be done more efficiently and economically. It should be noted, however, that the two systems presently have rather pressing facility needs and these needs will carry over should merger take place. Nevertheless, new facility costs will undoubtedly be less in the merged system than in the two separate systems.

b. School Finance and Insurance (See Appendix D)

The cost implication in School Finance, is the question of "effort" (local revenue available as compared to amounts expended for education). As was reported earlier, Pitt County ranks 13th among the state's school districts in local resources but 26tb in terms of expenditures for public education. While merger will not directly cause an increase in local expenditures, it should stimulate consideration of the matter.

c. Personnel and Staffing (See Appendix E)

One of the major costs in the consolidation of school districts is the equalization of local supplementary salaries paid to employees. The tendency has been to pay according to the higher scale; thus where the difference in pay in the two separate districts has been

considerable and the number of teachers large, the increased cost of consolidating two staffs has been substantial. Fortunately, this is not the case with the PCS and the GCS; even when the higher pay scale is used, the costs are relatively small.

Teachers' state salaries and fringe benefits would not be affected by merger of the two districts since these costs are borne by the state. Local supplements, however, are a local responsibility; thus, decisions would need to be made in this area in a merged system. The teacher annual supplemental pay schedule is as follows:

| | PCS | GCS | Difference |
|---|---|---|---|
| Minimum | $191.52 | $180.00 | $11.52 |
| Maximum | 300.96 | 297.00 | 3.96 |

Assuming that the higher PCS schedule is adopted for the merged district, additional local funds would be required to grant supplementary pay raises for the 255 professional personnel employed by the GCS ($11.52 for each beginning teacher and $3.96 for each teacher with maximum experience). Assuming an average increase of $5.00 per teacher, the cost of "leveling up" supplementary pay would amount to $1,275. Equalization of extracurricula compensation could be accomplished in the merged system with minimal added cost. The present extracurricula pay in the two systems is the same or nearly the same in many cases (football: PCS $1,500-$1,800, GCS $1,650; baseball: PCS $800-$1,100, GCS $800). Where variations do exist (boy's basketball: PCS $1,300-$1,600, GCS $1,000), they are relatively small and the numbers of people who would be affected are few.

Differences in administrative salaries vary to a larger extent than do teacher salaries. Elementary principal salaries are supplemented by $600 in the PCS and $480 in the GCS. Should the PCS schedule be adopted, the additional cost would be $720 (6 principals x $120). Supplementary pay for high school principals is $100 higher in the GCS than in the PCS. The cost of adopting the GCS schedule would be $400 (4 principals x $100).

Supplementary pay at the assistant/associate superintendent level ranges from $4,028 to $6,306 in the PCS and is $952 in the GCS. It would cost the merged system $4,000 to adopt the PCS's schedule and effect the same general level of pay in this area.

As noted earlier, the GCS uses adult bus drivers whereas the PCS uses student drivers. There are no compelling reasons for uniformity in this area in a merged district. As a matter of fact, continuation of the present reliance on adult drivers in the heavier city traffic and on students in lighter traffic seems logical.

The number of professional and non-professional personnel needed to staff the merged district as compared to the number in the two separate districts is of interest to those considering merger. The number of teachers would be determined by the same ADM driven formula in the merged system as in the separate districts. Thus, merger would not effect the number of teachers one way or the other.

Merger would mean the loss of a superintendent's position but one-half of an assistant superintendent's position would be gained. However, the State would continue to pay the salary of two superintendents for a period of one year following merger.

d. Instructional Service, Requirements, and Procedures (See Appendix F)

Cost implications emerge when educational program and service equalization is considered. Again, in terms of their potential for consolidation, the PCS and the GCS are in a fortunate position. Their programs are of good quality and neither is so far ahead of the other that substantial funds would be required to bring the lagging system up to par.

Differences in the number of units required for graduation (20 in the PCS and 21 in the GCS) must be reconciled. The present trend is toward increasing graduation requirements; therefore, the GCS requirement seems more logical. No additional funds would be required.

The standardized testing program would need to be made uniform in the merged system. Presently the PCS's program is more comprehensive. Should the testing program in the GCS be expanded, the increased cost would be approximately $3.10 per pupil ($3.10 is the present per pupil cost in the PCS). Should be PCS program be reduced, $3.10 per pupil would be saved. Conferences with staff from both systems indicated a preference for a compromise (some decrease in the PCS program and some increase in the GCS program). If this is done, the funds required would probably continue at the present level or decrease. Whatever action is taken would require approval of the Office of Civil Rights.

Some differences exist in procedures for reporting pupil progress in K-3. These differences should be eliminated by the adoption of a single procedure.

The schools in the two systems are on different Southern Association Accreditation cycles (1985, 1986 in the PCS and 1988, 1989 in the GCS). While it would be possible to move all schools on the same schedule by negotiating differences with the Southern Association, this might not be desirable in that the funding requirement during that year would be substantial.

Some differences exist in educational programs and practices in the two systems (textbook adoptions, examination exemptions, interscholastic and intramural athletics, Chapter II programs, and special elementary school programs). These differences should be studied by the administration of the consolidated system and, where feasible, reduced or eliminated.

Variations in the practice of assigning assistant principals to elementary schools should be addressed (10 in the PCS and none in the GCS). The General Assembly, in the 1983 session, appropriated $5,000,000 to fund 200 assistant principal positions. Regulations which have been adopted in support of the General Assembly's action would apply.

The PCS school fees are $6.00 to $7.75 whereas the fees in the GCS are slightly less at $5.00 (K-7) and $7.50 (8-12). In addition to the regular fees, the PCS charges special fees in particular subject areas at the high school level. The GCS permits the waiver of fees to indigent students and reimburses waived fees to individual schools. In the PCS, waiver of fees is left up to the individual school and schools are not reimbursed.

Fee schedules in a merged system should be uniform. Thus, a decision would need to be made regarding the amount of the flat fee charged to all students and about the practice of charging special fees. Increases in the fee structure would be borne by pupils (or their parents) and would not require additional local funds. Significant decreases in the flat fee or the elimination of the special fees in the PCS would reduce the funds presently available for instructional supplies and materials.

Should the policy of reimbursing individual schools for fees waived be adopted for the merged system, additional public funds would be required (the amount of additional funds would be equal to the number of indigent

students in the PCS multiplied by the flat fee adopted for consolidated system).

It should be noted, however, that the Board of Education of a merged district will have the responsibility (along with the administration) for determining the level of services to be offered. An educational program could be proposed which would cost considerably more than the present programs of the two districts. These increased costs should be attributable to the higher level of expectation created by merger rather than to the fact of consolidation.

e. Transportation (See Appendix G)

Transportation is provided by Pitt County for pupils in both school systems. Although the cost of transportation is directly affected by the number of pupils to be transported, the spatial complexity of the current school district boundary separating GCS and PCS attendance areas results in certain inefficiencies in the school bus routes serving both systems. In addition to this complexity, the considerable cross-district commuting that is practiced by students of both districts introduces additional school busing and private automobile transportation inefficiencies. (In several cases, cross-district commuting is even served by Pitt County school buses due to disputes and dissatisfactions with current boundary lines.) Merger of the two school systems into a single district would afford many opportunities for transportation efficiency since it would:

1) Eliminate the current complex boundary between the two systems.
2) Eliminate much of the cross-district commuting currently practiced by students in the Greenville area.
3) Increase opportunities for more efficient (i.e., spatially compact) school attendance areas in the Greenville area.
4) Increase opportunities for more efficient school bus routes in the Greenville area.

f. Maintenance, Plant Operation, School Food Service, and Purchasing (See Appendix H)

Because a merged system would be purchasing in larger quantities, some savings on materials, supplies, and food should be realized. Some savings in personnel costs and in space might also be possible.

g. Advisory Councils, Volunteers, and Community School Programs (See Appendix I)

Though differences do exist between the two systems in the use of advisory committees, these differences were not deemed significant and their resolution should not have cost implications.

Chapter 5

## Recommendations

It is the recommendation of the investigators that the PCS and the GCS be merged into a single consolidated district. It is our opinion that the analysis of the four options in Chapter 4 shows the merger option to be superior to the other three in terms of its impact on the issues and concerns presented in Chapter 3 and in terms of its potential for long range planning for public education in the total county.

A final decision regarding merger, however, is the responsibility of the citizens and appropriate elected/appointed officials of Pitt County. Therefore, it is further recommended that following the formal presentation of this report, the Board of County Commissioners devise and implement procedures for studying the report and reaching agreement locally as to which of the four options holds the most promise for achieving the overarching goal stated in Chapter 1: "the maintenance and enhancement of high-quality education for all elementary and secondary students in Pitt County."

If there is agreement with the RTI recommendation that the two systems should be merged, a decision must then be reached as to which of the two basic methods for effecting the merger of city and county administrative units will be used. One method for effecting merger of a city school district and a county school district is approval by the General Assembly. A local act proposing the consolidation of the two school systems is introduced into a state legislative session. The proposal may or may not specify that the merger is contingent upon approval of the voters in the school districts affected. If the local act is passed by the General Assembly, the two school districts are merged under the provisions contained in the legislative act.

A second method for effecting merger is contained in Chapter 115, Article 8, Section 74.1 of the Public School Laws of North Carolina. The statute stipulates that the boards of education of the two administrative units develop a written plan of merger. Each board must certify its agreement with the terms and conditions set forth in the plan and the action must be entered into the board minutes. The board of county commissioners

must agree to the plan and so certify. The three certifications of approval (county commissioners and two boards) and the written plan are then forwarded to the State Board of Education for approval. With the approval of the State Board, the plan of merger becomes final and legal. The procedure does not require the approval of the voters but may be made contingent upon the results of a referendum, if the boards of education and board of county commissioners so decide. A portion of the section describing the procedures is presented in Exhibit 1 (at the end of this chapter).

An important, and most often controversial, step in the merger process is the establishment of a board of education. If merger is accepted in Pitt County, it is recommended that a Board for the merged system be initially composed of twelve members selected from the Boards as presently constituted by assigning all eight county board members, selecting four city members from a single electorial district composed of Greenville City precincts 1-10 (excluding the second precinct which is nonexistent). This new board would elect its officers and elect the superintendent. Using 1990 census data, the twelve-member board could be reduced in size to nine members on the basis of new census data and in keeping with the one-man, one-vote prnciple.

It is noted that the PCS grouping practices are currently under Office of Civil Rights (OCR) supervision. It is assumed that this OCR supervision would continue in a merged system.

If the status quo option is the option of choice, then each board of education should proceed independently to address the problems and issues which are presented in Chapter 4. The five problems and issues mentioned were: (1) need to maintain a high level of educational effectiveness in both the PCS and GCS in the face of reduced funding due to declining pupil population in the GCS, (2) need to maintain a reasonable racial balance in the face of changing pupil population patterns, (3) need to provide adequate educational facilities, (4) need to optimize the utilization of present school facilities, and (5) need to develop consistent school system organizational patterns based upon sound educational principles. Basically, needs number 1 and 2 are primarily problems of the GCS whereas needs number 3, 4, and 5 are problems of the PCS--however, as emphasized earlier, the two districts are related such that solutions to problems faced primarly by one district impact on problem solutions and existing programs in

the other district. This being the case, the Boards of both school systems might well devote their full attention to the Supplementary Tax/Weighted Formula Option since this is the only appropriate remedial action for a school district with frozen boundaries and declining student population. Community decisionmakers (and voters) will thus be faced with the question: "What are you willing to pay to keep the students of the GCS locked into the present boundaries?" The GCS Board itself need not be overly concerned with the need to maintain a reasonable racial balance in the face of changing pupil population patterns. Under the status quo option, there is nothing the GCS Board can do to address this need. It is recommended, however, that the specific suggestions given in Chapter 4 (Section I.A.4) regarding building utilization in the PCS and GCS be implemented.

Under the status quo option the major problems presented to the PCS are facility related as follows: (1) providing adequate facilities, (2) optimizing utilization, and (3) developing consistent organizational patterns based upon sound educational principles rather than building capacity. Of the three needs, it appears that optimizing utilization is of primary importance since demonstrating that present facilities are efficiently used is a prerequisite to a request for funds for additional buildings. Recommendations regarding optimizing utilization of existing facilities are contained in Chapter 4, Section IV.A.4. Once this objective has been achieved, then, and only then, will the PCS Board be in position to present the need to provide additional educational facilities and then, and only then, may the matter of the consistent organizational pattern be addressed.

If there is agreement that the <u>boundary change option</u> is the option of choice for the PCS and the GCS, then the boards of education jointly should reach agreement as to which lines (city limits or extraterritorial jurisdiction limits) are to be made coterminous with the city school district line. Either or both boards could petition either the State Board of Education or the North Carolina General Assembly to alter the present boundaries of the Greenville City Schools under powers granted in GS 115c-12(7) to make the boundaries coterminous with the corporate limits (or extraterritorial jurisdictional limits). Although the most promising approach is to the State Board of Education, other procedures available to

the GCS Board are GS 115c-73 and GS 115c-12(7). Legal advice should be sought regarding the approach to be used.

Once the matter of the new city school district line has been resolved, then other needs and concerns might be addressed. Specific recommendations are to be found in Chapter 4, Section II.A.

Should the option of choice be the supplementary tax/weighted formula option, a decision must be made as to which of the alternatives mentioned in Section III of Chapter 4 is to be implemented.

It is important to note that underlying all options is a need for capital outlay funds for improving the facilities in both systems. It is recommended that the Board of County Commissioners take the initiative toward alleviating this need.

Exhibit 1

Procedures for Effecting Merger as Specified in Chpater 115, Article 8, Section 74.1 of the Public School Laws of North Carolina

City school administrative units may be consolidated and merged with contiguous city school administrative untis and with county school administrative units upon approval by the State Board of Education of a plan for consolidation and merger submitted by the boards of education involved and bearing the approval of the board of county commissioners.

County and city boards of education desiring to consolidate and merge their school administrative units may do so by entering into a written plan which shall set forth the conditions of merger. The provisions of the plan shall be consistent with the General Statutes and shall contain, but not be limited to, the following:

(1) The name by which the merged school administrative unit shall be identified and known.

(2) The effective date of the merger.

(3) The establishment and maintenance of a board of education which shall administer all the public schools of the newly created unit, including:

(a) The termination of any terms of office proposed in the reorganization of the board.

(b) The method of constituting and continuing the board of education, the length of the members' terms of office, the dates of induction into office, the organization of the board, the procedure for filling vacancies, and the compensation to be paid members of the board for expenses incurred in performance of their duties.

(4) The authority, powers, and duties of the board of education with respect to the employment of personnel, the preparation of budgets, and any other related matters which may be particularly applicable to the merged unit not inconsistent with the General Statutes.

(5) The transfer of all facilities, properties, structures, funds, contracts, deeds, titles, and other obligations, assets, and liabilities to the board of education of the merged unit.

(6) Whether or not there shall be continued in force any supplemental school tax which may be in effect in either or all administrative units involved.

(7) A public hearing, which shall have been announced at least 10 days prior to the hearing, on the proposed plan of merger.

(8) A statement as to whether the question of merger, in accordance with the projected plan, is to be contingent upon approval of the voters in the affected area.

(9) Any other condition or prerequisite to merger, together with any other appropriate subject or function that may be necessary for the orderly consolidation and merger of the school administrative units involved.

# Appendix A

## Supporting Information for Tables and Figures Referenced in the Text

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Table A-1a

PITT COUNTY SCHOOL BUILDING CAPACITY AND ENROLLMENT IN APRIL 1983. PERCENT WHITE AND GRADE LEVEL

| CAPACITY/ ENROLLMENT CATEGORIES | ROBIN-SON EL K-3 | AYDEN ELEM K-4 | BELVOIR ELEM K-5 | FALK-LAND EL K-5 | PACTO-LUS K-5 | STOKES ELEM K-5 | SUGG ELEM K,4-5 | BETHEL ELEM K-8 | CHICOD ELEM K-8 | GRIFTON ELEM K-8 |
|---|---|---|---|---|---|---|---|---|---|---|
| BUILDING CATEGORY* | 3,4 | 2 | 3,1 | 3 | 3,5 | 3,5 | 4,5 | 1,5,3 | 4 | 2,3 |
| OPTIMAL CAPACITY (PERMANENT FACILI) | 600 | 475 | 425 | 325 | 350 | 175 | 675 | 650 | 575 | 500 |
| STUDENT MEMBERSHIP | 725 | 559 | 486 | 152 | 329 | 217 | 525 | 561 | 553 | 510 |
| PERCENT WHITE | 60 | 43 | 36 | 43 | 58 | 28 | 44 | 28 | 73 | 62 |
| SCH % WHITE LESS SYSTEM % WHITE** | 12 | -5 | -12 | -5 | 10 | -21 | -5 | -23 | 22 | 11 |
| SCH % WHITE LESS COUNTY % WHITE*** | 16 | -2 | -9 | -2 | 13 | -18 | -2 | -20 | 25 | 14 |
| GRADE K MEMBERSHIP | 189 | 96 | 91 | 34 | 54 | 36 | 174 | 63 | 67 | 54 |
| PERCENT WHITE | 62 | 45 | 37 | 26 | 57 | 17 | 44 | 17 | 81 | 57 |
| SCH % WHITE LESS SYSTEM % WHITE** | 14 | -3 | -11 | -21 | 10 | -31 | -4 | -30 | 33 | 10 |
| SCH % WHITE LESS COUNTY % WHITE*** | 17 | 0 | -7 | -18 | 13 | -28 | 0 | -27 | 36 | 13 |
| GRADE 1 MEMBERSHIP | 189 | 111 | 73 | 26 | 66 | 39 | 0 | 66 | 51 | 54 |
| PERCENT WHITE | 59 | 44 | 37 | 58 | 59 | 33 | 0 | 26 | 65 | 41 |
| SCH % WHITE LESS SYSTEM % WHITE** | 13 | -2 | -9 | 12 | 13 | -13 | 0 | -20 | 19 | -5 |
| SCH % WHITE LESS COUNTY % WHITE*** | 16 | 2 | -5 | 15 | 17 | -9 | 0 | -17 | 22 | -2 |
| GRADE 2 MEMBERSHIP | 171 | 111 | 83 | 22 | 51 | 33 | 0 | 59 | 48 | 44 |
| PERCENT WHITE | 63 | 39 | 36 | 36 | 45 | 24 | 0 | 39 | 60 | 61 |
| SCH % WHITE LESS SYSTEM % WHITE** | 14 | -10 | -12 | -12 | -3 | -24 | 0 | -9 | 12 | 13 |
| SCH % WHITE LESS COUNTY % WHITE*** | 17 | -7 | -10 | -10 | -1 | -22 | 0 | -7 | 14 | 15 |
| GRADE 3 MEMBERSHIP | 150 | 92 | 97 | 24 | 55 | 34 | 0 | 63 | 66 | 69 |
| PERCENT WHITE | 64 | 47 | 35 | 58 | 60 | 32 | 0 | 29 | 68 | 57 |
| SCH % WHITE LESS SYSTEM % WHITE** | 14 | -4 | -15 | 8 | 10 | -18 | 0 | -22 | 18 | 6 |
| SCH % WHITE LESS COUNTY % WHITE*** | 17 | 0 | -12 | 12 | 13 | -14 | 0 | -18 | 21 | 10 |
| GRADE 4 MEMBERSHIP | 0 | 89 | 80 | 23 | 49 | 35 | 171 | 65 | 60 | 47 |
| PERCENT WHITE | 0 | 39 | 31 | 39 | 65 | 29 | 45 | 31 | 75 | 51 |
| SCH % WHITE LESS SYSTEM % WHITE** | 0 | -7 | -16 | -8 | 19 | -18 | -2 | -16 | 28 | 4 |
| SCH % WHITE LESS COUNTY % WHITE*** | 0 | -5 | -13 | -5 | 21 | -16 | 1 | -13 | 31 | 7 |
| GRADE 5 MEMBERSHIP | 0 | 0 | 62 | 23 | 54 | 31 | 167 | 63 | 66 | 67 |
| PERCENT WHITE | 0 | 0 | 44 | 48 | 61 | 29 | 42 | 22 | 64 | 72 |
| SCH % WHITE LESS SYSTEM % WHITE** | 0 | 0 | -9 | -5 | 8 | -24 | -11 | -30 | 11 | 19 |
| SCH % WHITE LESS COUNTY % WHITE*** | 0 | 0 | -6 | -2 | 11 | -21 | -8 | -28 | 14 | 22 |
| GRADE 6 MEMBERSHIP | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 66 | 68 | 55 |
| PERCENT WHITE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 33 | 71 | 69 |
| SCH % WHITE LESS SYSTEM % WHITE** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | -20 | 17 | 15 |
| SCH % WHITE LESS COUNTY % WHITE*** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | -18 | 19 | 18 |
| GRADE 7 MEMBERSHIP | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 48 | 66 | 58 |
| PERCENT WHITE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 23 | 83 | 67 |
| SCH % WHITE LESS SYSTEM % WHITE** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | -31 | 30 | 14 |
| SCH % WHITE LESS COUNTY % WHITE*** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | -28 | 32 | 16 |

Table A-1b

PITT COUNTY SCHOOL BUILDING CAPACITY AND ENROLLMENT IN APRIL 1983. PERCENT WHITE AND GRADE LEVEL

| CAPACITY/ ENROLLMENT CATEGORIES | ROBIN-SON EL K-3 | AYDEN ELEM K-4 | BELVOIR ELEM K-5 | FALK-LAND EL K-5 | PACTO-LUS K-5 | STOKES ELEM K-5 | SUGG ELEM K,4-5 | BETHEL ELEM K-8 | CHICOD ELEM K-8 | GRIFTON ELEM K-8 |
|---|---|---|---|---|---|---|---|---|---|---|
| GRADE 8 MEMBERSHIP | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 56 | 60 | 62 |
| PERCENT WHITE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 34 | 82 | 76 |
| SCH % WHITE LESS SYSTEM % WHITE‡‡ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | -24 | 24 | 18 |
| SCH % WHITE LESS COUNTY % WHITE‡‡‡ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | -21 | 27 | 21 |
| GRADE 9 MEMBERSHIP | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PERCENT WHITE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SCH % WHITE LESS SYSTEM % WHITE‡‡ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SCH % WHITE LESS COUNTY % WHITE‡‡‡ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| GRADE 10 MEMBERSHIP | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PERCENT WHITE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SCH % WHITE LESS SYSTEM % WHITE‡‡ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SCH % WHITE LESS COUNTY % WHITE‡‡‡ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| GRADE 11 MEMBERSHIP | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PERCENT WHITE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SCH % WHITE LESS SYSTEM % WHITE‡‡ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SCH % WHITE LESS COUNTY % WHITE‡‡‡ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| GRADE 12 MEMBERSHIP | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PERCENT WHITE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SCH % WHITE LESS SYSTEM % WHITE‡‡ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SCH % WHITE LESS COUNTY % WHITE‡‡‡ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| UNGRADED MEMBERSHIP | 26 | 60 | 0 | 0 | 0 | 9 | 13 | 12 | 0 | 0 |
| PERCENT WHITE | 31 | 43 | 0 | 0 | 0 | 22 | 23 | 8 | 0 | 0 |
| SCH % WHITE LESS SYSTEM % WHITE‡‡ | -7 | 5 | 0 | 0 | 0 | -16 | -15 | -30 | 0 | 0 |
| SCH % WHITE LESS COUNTY % WHITE‡‡‡ | -5 | 7 | 0 | 0 | 0 | -14 | -13 | -28 | 0 | 0 |

‡ Building categories are only for buildings housing teaching stations: these categories are defined as follows:

1 = Excellent condition; 2 = very good condition; 3 = good condition; 4 = fair condition; 5 = poor condition. Categories for largest number of teaching stations are listed first, followed by the second largest, etc.

‡‡ This row of figures is the percent of white students in the school less the percent of white students in corresponding grade levels in all schools in the system.

‡‡‡ This row of figures is the percent of white students in the school less the percent of white students in corresponding grade levels in all schools in the county; i.e., in the combined city and county school systems.

Table A-1c

PITT COUNTY SCHOOL BUILDING CAPACITY AND ENROLLMENT IN APRIL 1983. PERCENT WHITE AND GRADE LEVEL

| CAPACITY/ ENROLLMENT CATEGORIES | WHIT-FIELD K-8 | BUNDY ELEM 1-3 | COX ELEM 4-8 | AYDEN MIDDLE 5-8 | FMVL MIDDLE 6-8 | WELL-COME 6-8 | AYDEN GRIFTON 9-12 | CONLEY HIGH 9-12 | FMVL CENTRAL 9-12 | NORTH PITT HI 9-12 | EXTEND DAY 9-12 | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| BUILDING CATEGORY* | 3.5.1 | 3 | 3.1 | 4(1)# | 1 | 1 | 1 | 1 | 1 | 1 | ## | |
| OPTIMAL CAPACITY (PERMANENT FACILI) | 700 | 450 | 650 | 405 | 675 | 652 | 720 | 855 | 720 | 697 | | 11274 |
| STUDENT MEMBERSHIP | 563 | 525 | 872 | 420 | 631 | 502 | 605 | 990 | 716 | 780 | 47 | 11268 |
| PERCENT WHITE | 50 | 44 | 64 | 50 | 49 | 46 | 54 | 59 | 48 | 37 | 40 | 50 |
| SCH % WHITE LESS SYSTEM % WHITE** | -1 | -4 | 12 | -4 | -5 | -8 | 4 | 9 | -2 | -13 | -10 | 0 |
| SCH % WHITE LESS COUNTY % WHITE*** | 2 | -1 | 14 | -1 | -3 | -6 | 3 | 9 | -3 | -13 | -10 | 2 |
| GRADE K MEMBERSHIP | 67 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 925 |
| PERCENT WHITE | 45 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 48 |
| SCH % WHITE LESS SYSTEM % WHITE** | -3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SCH % WHITE LESS COUNTY % WHITE*** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| GRADE 1 MEMBERSHIP | 55 | 163 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 893 |
| PERCENT WHITE | 45 | 37 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 46 |
| SCH % WHITE LESS SYSTEM % WHITE** | -1 | -9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SCH % WHITE LESS COUNTY % WHITE*** | 3 | -5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| GRADE 2 MEMBERSHIP | 67 | 190 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 879 |
| PERCENT WHITE | 52 | 48 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 48 |
| SCH % WHITE LESS SYSTEM % WHITE** | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SCH % WHITE LESS COUNTY % WHITE*** | 6 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| GRADE 3 MEMBERSHIP | 47 | 163 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 860 |
| PERCENT WHITE | 51 | 47 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 50 |
| SCH % WHITE LESS SYSTEM % WHITE** | 1 | -4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SCH % WHITE LESS COUNTY % WHITE*** | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| GRADE 4 MEMBERSHIP | 48 | 0 | 177 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 844 |
| PERCENT WHITE | 35 | 0 | 57 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 47 |
| SCH % WHITE LESS SYSTEM % WHITE** | -11 | 0 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SCH % WHITE LESS COUNTY % WHITE*** | -9 | 0 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| GRADE 5 MEMBERSHIP | 50 | 0 | 149 | 104 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 836 |
| PERCENT WHITE | 56 | 0 | 72 | 49 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 53 |
| SCH % WHITE LESS SYSTEM % WHITE** | 3 | 0 | 19 | -4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SCH % WHITE LESS COUNTY % WHITE*** | 6 | 0 | 22 | -1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| GRADE 6 MEMBERSHIP | 51 | 0 | 176 | 109 | 230 | 190 | 0 | 0 | 0 | 0 | 0 | 945 |
| PERCENT WHITE | 59 | 0 | 69 | 46 | 46 | 48 | 0 | 0 | 0 | 0 | 0 | 54 |
| SCH % WHITE LESS SYSTEM % WHITE** | 5 | 0 | 15 | -8 | -8 | -5 | 0 | 0 | 0 | 0 | 0 | 0 |
| SCH % WHITE LESS COUNTY % WHITE*** | 7 | 0 | 17 | -6 | -5 | -3 | 0 | 0 | 0 | 0 | 0 | 2 |
| GRADE 7 MEMBERSHIP | 55 | 0 | 169 | 102 | 195 | 173 | 0 | 0 | 0 | 0 | 0 | 866 |
| PERCENT WHITE | 45 | 0 | 65 | 56 | 48 | 42 | 0 | 0 | 0 | 0 | 0 | 53 |
| SCH % WHITE LESS SYSTEM % WHITE** | -8 | 0 | 12 | 2 | -5 | -12 | 0 | 0 | 0 | 0 | 0 | 0 |
| SCH % WHITE LESS COUNTY % WHITE*** | -5 | 0 | 14 | 5 | -3 | -9 | 0 | 0 | 0 | 0 | 0 | 3 |

Table A-1d

PITT COUNTY SCHOOL BUILDING CAPACITY AND ENROLLMENT IN APRIL 1983. PERCENT WHITE AND GRADE LEVEL

| CAPACITY/ ENROLLMENT CATEGORIES | WHIT-FIELD K-8 | BUNDY ELEM 1-3 | COX ELEM 4-8 | AYDEN MIDDLE 5-8 | FMVL MIDDLE 6-8 | WELL-COME 6-8 | AYDEN GRIFTON 9-12 | CONLEY HIGH 9-12 | FMVL CENTRAL 9-12 | NORTH PITT HI 9-12 | EXTEND DAY 9-12 | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| GRADE 8 MEMBERSHIP | 56 | 0 | 171 | 104 | 196 | 139 | 0 | 0 | 0 | 0 | 0 | 844 |
| PERCENT WHITE | 50 | 0 | 67 | 52 | 56 | 50 | 0 | 0 | 0 | 0 | 0 | 58 |
| SCH % WHITE LESS SYSTEM % WHITE‡‡ | -8 | 0 | 9 | -6 | -2 | -8 | 0 | 0 | 0 | 0 | 0 | 0 |
| SCH % WHITE LESS COUNTY % WHITE‡‡‡ | -5 | 0 | 12 | -3 | 0 | -6 | 0 | 0 | 0 | 0 | 0 | 3 |
| GRADE 9 MEMBERSHIP | 0 | 0 | 0 | 0 | 0 | 0 | 178 | 272 | 228 | 222 | 14 | 914 |
| PERCENT WHITE | 0 | 0 | 0 | 0 | 0 | 0 | 56 | 65 | 49 | 35 | 64 | 52 |
| SCH % WHITE LESS SYSTEM % WHITE‡‡ | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 13 | -3 | -17 | 13 | 0 |
| SCH % WHITE LESS COUNTY % WHITE‡‡‡ | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 13 | -3 | -16 | 13 | 0 |
| GRADE 10 MEMBERSHIP | 0 | 0 | 0 | 0 | 0 | 0 | 147 | 254 | 190 | 206 | 11 | 808 |
| PERCENT WHITE | 0 | 0 | 0 | 0 | 0 | 0 | 57 | 63 | 47 | 39 | 27 | 51 |
| SCH % WHITE LESS SYSTEM % WHITE‡‡ | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 11 | -4 | -13 | -24 | 0 |
| SCH % WHITE LESS COUNTY % WHITE‡‡‡ | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 11 | -4 | -13 | -24 | 0 |
| GRADE 11 MEMBERSHIP | 0 | 0 | 0 | 0 | 0 | 0 | 138 | 249 | 143 | 171 | 8 | 709 |
| PERCENT WHITE | 0 | 0 | 0 | 0 | 0 | 0 | 56 | 54 | 47 | 34 | 50 | 48 |
| SCH % WHITE LESS SYSTEM % WHITE‡‡ | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 6 | -1 | -14 | 2 | 0 |
| SCH % WHITE LESS COUNTY % WHITE‡‡‡ | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 5 | -3 | -16 | 0 | -1 |
| GRADE 12 MEMBERSHIP | 0 | 0 | 0 | 0 | 0 | 0 | 142 | 214 | 149 | 175 | 14 | 694 |
| PERCENT WHITE | 0 | 0 | 0 | 0 | 0 | 0 | 46 | 57 | 50 | 42 | 29 | 49 |
| SCH % WHITE LESS SYSTEM % WHITE‡‡ | 0 | 0 | 0 | 0 | 0 | 0 | -3 | 8 | 1 | -7 | -20 | 0 |
| SCH % WHITE LESS COUNTY % WHITE‡‡‡ | 0 | 0 | 0 | 0 | 0 | 0 | -4 | 7 | -1 | -8 | -22 | -1 |
| UNGRADED MEMBERSHIP | 64 | 8 | 29 | 0 | 9 | 6 | 0 | 0 | 6 | 5 | 0 | 247 |
| PERCENT WHITE | 58 | 25 | 31 | 0 | 22 | 0 | 0 | 0 | 50 | 20 | 0 | 38 |
| SCH % WHITE LESS SYSTEM % WHITE‡‡ | 20 | -13 | -7 | 0 | -16 | 0 | 0 | 0 | 12 | -18 | 0 | 0 |
| SCH % WHITE LESS COUNTY % WHITE‡‡‡ | 22 | -11 | -5 | 0 | -14 | 0 | 0 | 0 | 14 | -16 | 0 | 2 |

‡ Building categories are only for buildings housing teaching stations; these categories are defined as follows:

1 = Excellent condition; 2 = very good condition; 3 = good condition; 4 = fair condition; 5 = poor condition. Categories for largest number of teaching stations are listed first, followed by the second largest, etc.

‡‡ This row of figures is the percent of white students in the school less the percent of white students in corresponding grade levels in all schools in the system.

‡‡‡ This row of figures is the percent of white students in the school less the percent of white students in corresponding grade levels in all schools in the county; i.e., in the combined city and county school systems.

Table A-2a

GREENVILLE CITY SCHOOL BUILDING CAPACITY AND ENROLLMENT IN APRIL 1983. PERCENT WHITE AND GRADE LEVEL

| CAPACITY/ ENROLLMENT CATEGORIES | EASTERN ELM K-3 | ELM-HURST K-3 | SAULTER ELEM K-3 | THIRD STREET K-3 | SOUTH GNVL 4-6 | WAHL COATES 4-6 | GNVL MIDDLE 7 | AYCOCK JR HI 8-9 | FULLI-LOVE 7-12 | ROSE HIGH 10-12 | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|
| BUILDING CATEGORY* | 2 | 2 | 2 | 3 | 2 | 1 | 1 | 2 | 5 | 2.3 | |
| OPTIMAL CAPACITY (PERMANENT FACILI) | 400 | 450 | 400 | 300 | 575 | 550 | 472 | 1057 | 300 | 1282 | 5786 |
| STUDENT MEMBERSHIP | 375 | 372 | 389 | 260 | 593 | 449 | 405 | 791 | 103 | 1147 | 4884 |
| PERCENT WHITE | 44 | 34 | 34 | 32 | 36 | 50 | 46 | 53 | 2 | 55 | 44 |
| SCH % WHITE LESS SYSTEM % WHITE** | 8 | -3 | -2 | -4 | -6 | 8 | -4 | 3 | -48 | 3 | 0 |
| SCH % WHITE LESS COUNTY % WHITE*** | -1 | -11 | -10 | -13 | -13 | 1 | -5 | 0 | -50 | 5 | -4 |
| GRADE K MEMBERSHIP | 85 | 95 | 88 | 68 | 0 | 0 | 0 | 0 | 0 | 0 | 336 |
| PERCENT WHITE | 44 | 37 | 33 | 24 | 0 | 0 | 0 | 0 | 0 | 0 | 35 |
| SCH % WHITE LESS SYSTEM % WHITE** | 9 | 2 | -2 | -11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SCH % WHITE LESS COUNTY % WHITE*** | -1 | -8 | -11 | -21 | 0 | 0 | 0 | 0 | 0 | 0 | -10 |
| GRADE 1 MEMBERSHIP | 96 | 94 | 110 | 77 | 0 | 0 | 0 | 0 | 0 | 0 | 377 |
| PERCENT WHITE | 47 | 27 | 31 | 29 | 0 | 0 | 0 | 0 | 0 | 0 | 33 |
| SCH % WHITE LESS SYSTEM % WHITE** | 13 | -8 | -4 | -6 | 0 | 0 | 0 | 0 | 0 | 0 | -1 |
| SCH % WHITE LESS COUNTY % WHITE*** | 5 | -16 | -11 | -14 | 0 | 0 | 0 | 0 | 0 | 0 | -9 |
| GRADE 2 MEMBERSHIP | 101 | 104 | 105 | 57 | 0 | 0 | 0 | 0 | 0 | 0 | 367 |
| PERCENT WHITE | 50 | 37 | 32 | 44 | 0 | 0 | 0 | 0 | 0 | 0 | 40 |
| SCH % WHITE LESS SYSTEM % WHITE** | 9 | -4 | -8 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SCH % WHITE LESS COUNTY % WHITE*** | 4 | -9 | -13 | -2 | 0 | 0 | 0 | 0 | 0 | 0 | -6 |
| GRADE 3 MEMBERSHIP | 93 | 73 | 86 | 58 | 0 | 0 | 0 | 0 | 0 | 0 | 310 |
| PERCENT WHITE | 35 | 34 | 42 | 34 | 0 | 0 | 0 | 0 | 0 | 0 | 37 |
| SCH % WHITE LESS SYSTEM % WHITE** | -1 | -3 | 5 | -2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| SCH % WHITE LESS COUNTY % WHITE*** | -11 | -13 | -5 | -12 | 0 | 0 | 0 | 0 | 0 | 0 | -10 |
| GRADE 4 MEMBERSHIP | 0 | 0 | 0 | 0 | 172 | 122 | 0 | 0 | 0 | 0 | 294 |
| PERCENT WHITE | 0 | 0 | 0 | 0 | 33 | 42 | 0 | 0 | 0 | 0 | 36 |
| SCH % WHITE LESS SYSTEM % WHITE** | 0 | 0 | 0 | 0 | -4 | 5 | 0 | 0 | 0 | 0 | 0 |
| SCH % WHITE LESS COUNTY % WHITE*** | 0 | 0 | 0 | 0 | -12 | -2 | 0 | 0 | 0 | 0 | -8 |
| GRADE 5 MEMBERSHIP | 0 | 0 | 0 | 0 | 193 | 156 | 0 | 0 | 0 | 0 | 349 |
| PERCENT WHITE | 0 | 0 | 0 | 0 | 35 | 54 | 0 | 0 | 0 | 0 | 44 |
| SCH % WHITE LESS SYSTEM % WHITE** | 0 | 0 | 0 | 0 | -8 | 10 | 0 | 0 | 0 | 0 | 0 |
| SCH % WHITE LESS COUNTY % WHITE*** | 0 | 0 | 0 | 0 | -15 | 4 | 0 | 0 | 0 | 0 | -6 |
| GRADE 6 MEMBERSHIP | 0 | 0 | 0 | 0 | 211 | 160 | 0 | 0 | 0 | 0 | 371 |
| PERCENT WHITE | 0 | 0 | 0 | 0 | 40 | 54 | 0 | 0 | 0 | 0 | 46 |
| SCH % WHITE LESS SYSTEM % WHITE** | 0 | 0 | 0 | 0 | -6 | 8 | 0 | 0 | 0 | 0 | 0 |
| SCH % WHITE LESS COUNTY % WHITE*** | 0 | 0 | 0 | 0 | -11 | 3 | 0 | 0 | 0 | 0 | -5 |
| GRADE 7 MEMBERSHIP | 0 | 0 | 0 | 0 | 0 | 0 | 394 | 0 | 6 | 0 | 400 |
| PERCENT WHITE | 0 | 0 | 0 | 0 | 0 | 0 | 46 | 0 | 0 | 0 | 46 |
| SCH % WHITE LESS SYSTEM % WHITE** | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | -46 | 0 | 0 |
| SCH % WHITE LESS COUNTY % WHITE*** | 0 | 0 | 0 | 0 | 0 | 0 | -5 | 0 | -51 | 0 | -5 |

Table A-2b

GREENVILLE CITY SCHOOL BUILDING CAPACITY AND ENROLLMENT IN APRIL 1983. PERCENT WHITE AND GRADE LEVEL

| CAPACITY/ ENROLLMENT CATEGORIES | EASTERN ELM K-3 | ELM-HURST K-3 | SAULTER ELEM K-3 | THIRD STREET K-3 | SOUTH GNVL 4-6 | WAHL COATES 4-6 | GNVL MIDDLE 7 | AYCOCK JR HI 8-9 | FULLI-LOVE 7-12 | ROSE HIGH 10-12 | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|
| GRADE 8 MEMBERSHIP | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 429 | 7 | 0 | 436 |
| PERCENT WHITE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 51 | 0 | 0 | 50 |
| SCH % WHITE LESS SYSTEM % WHITE‡‡ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | -50 | 0 | 0 |
| SCH % WHITE LESS COUNTY % WHITE‡‡‡ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | -5 | -55 | 0 | -5 |
| GRADE 9 MEMBERSHIP | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 362 | 27 | 0 | 389 |
| PERCENT WHITE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 55 | 0 | 0 | 51 |
| SCH % WHITE LESS SYSTEM % WHITE‡‡ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | -51 | 0 | 0 |
| SCH % WHITE LESS COUNTY % WHITE‡‡‡ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | -52 | 0 | 0 |
| GRADE 10 MEMBERSHIP | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 20 | 416 | 436 |
| PERCENT WHITE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 54 | 51 |
| SCH % WHITE LESS SYSTEM % WHITE‡‡ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | -51 | 2 | 0 |
| SCH % WHITE LESS COUNTY % WHITE‡‡‡ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | -51 | 2 | 0 |
| GRADE 11 MEMBERSHIP | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 21 | 376 | 397 |
| PERCENT WHITE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 55 | 52 |
| SCH % WHITE LESS SYSTEM % WHITE‡‡ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | -52 | 3 | 0 |
| SCH % WHITE LESS COUNTY % WHITE‡‡‡ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | -50 | 6 | 3 |
| GRADE 12 MEMBERSHIP | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 22 | 355 | 377 |
| PERCENT WHITE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 55 | 53 |
| SCH % WHITE LESS SYSTEM % WHITE‡‡ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | -43 | 3 | 0 |
| SCH % WHITE LESS COUNTY % WHITE‡‡‡ | 0 | [illegible] | 0 | 0 | 0 | 0 | 0 | 0 | -41 | 5 | 2 |
| UNGRADED MEMBERSHIP | 0 | 6 | 0 | 0 | 17 | 11 | 11 | 0 | 0 | 0 | 45 |
| PERCENT WHITE | 0 | 33 | 0 | 0 | 18 | 18 | 36 | 0 | 0 | 0 | 24 |
| SCH % WHITE LESS SYSTEM % WHITE‡‡ | 0 | 9 | 0 | 0 | -7 | -6 | 12 | 0 | 0 | 0 | 0 |
| SCH % WHITE LESS COUNTY % WHITE‡‡‡ | 0 | -3 | 0 | 0 | -19 | -18 | 0 | 0 | 0 | 0 | -12 |
| CAPACITY/ ENROLLMENT CATEGORIES | EASTERN ELM K-3 | ELM-HURST K-3 | SAULTER ELEM K-3 | THIRD STREET K-3 | SOUTH GNVL 4-6 | WAHL COATES 4-6 | GNVL MIDDLE 7 | AYCOCK JR HI 8-9 | FULLI-LOVE 7-12 | ROSE HIGH 10-12 | TOTAL |

‡ Building categories are only for buildings housing teaching stations: these categories are defined as follows: 1 = Excellent condition; 2 = very good condition; 3 = good condition; 4 = fair condition; 5 = poor condition. Categories for largest number of teaching stations are listed first, followed by the second largest, etc.

‡‡ This row of figures is the percent of white students in the school less the percent of white students in corresponding grade levels in all schools in the system.

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Table A.3

## Pupil Population Projections: Pitt County Administrative Unit

p. 59 ADMINISTRATIVE UNIT NAME = PITT

PREPARED BY DIVISION OF STATISTICAL SERVICES
FOR DIVISION OF SCHOOL PLANNING

| SCHOOL YEAR | RETENTION RATIOS | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 TO 2 | 2 TO 3 | 3 TO 4 | 4 TO 5 | 5 TO 6 | 6 TO 7 | 7 TO 8 | 8 TO 9 | 9 TO 10 | 10 TO 11 | 11 TO 12 |
| 1977-78 | 0.924 | 0.979 | 0.972 | 0.984 | 1.029 | 0.992 | 0.987 | 1.085 | 0.820 | 0.919 | 0.859 |
| 1978-79 | 0.979 | 0.992 | 0.942 | 1.057 | 1.036 | 1.025 | 0.963 | 1.088 | 0.808 | 0.947 | 0.842 |
| 1979-80 | 0.937 | 1.006 | 1.026 | 1.008 | 0.989 | 1.012 | 0.977 | 1.099 | 0.790 | 0.927 | 0.882 |
| 1980-81 | 0.972 | 1.021 | 0.967 | 0.995 | 1.028 | 1.034 | 0.951 | 1.108 | 0.785 | 0.951 | 0.895 |
| AVERAGE | 0.953 | 0.999 | 0.977 | 1.011 | 1.020 | 1.016 | 0.969 | 1.095 | 0.801 | 0.936 | 0.869 |

### AVERAGE DAILY MEMBERSHIP

| BIRTH YEAR | BIRTHS | SR | SCHOOL YEAR | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | EXC* | TMH** | 9 | 10 | 11 | 12 | EXC* | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1971 | 1359 | 0.759 | 1977-78 | 749 | 1032 | 898 | 828 | 826 | 856 | 918 | 960 | 948 | 44 | 0 | 990 | 873 | 838 | 693 | 0 | 11453 |
| 1972 | 1211 | 0.754 | 1978-79 | 803 | 913 | 954 | 879 | 805 | 813 | 881 | 911 | 948 | 49 | 0 | 1029 | 812 | 802 | 720 | 0 | 11319 |
| 1973 | 1151 | 0.796 | 1979-80 | 909 | 916 | 894 | 946 | 828 | 851 | 842 | 903 | 877 | 28 | 88 | 1031 | 831 | 769 | 675 | 0 | 11388 |
| 1974 | 1243 | 0.767 | 1980-81 | 891 | 954 | 858 | 899 | 971 | 835 | 842 | 852 | 882 | 53 | 64 | 964 | 814 | 770 | 678 | 0 | 11327 |
| 1975 | 1221 | 0.775 | 1981-82 | 855 | 946 | 927 | 876 | 869 | 966 | 858 | 871 | 810 | 98 | 56 | 977 | 757 | 774 | 689 | 0 | 11329 |

### AVERAGE DAILY MEMBERSHIP PROJECTION

| | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1976 | 1208 | 0.773 | 1982-83 | 937 | 934 | 902 | 926 | 836 | 879 | 985 | 872 | 844 | 98 | 56 | 887 | 782 | 708 | 673 | 0 | 11340 |
| 1977 | 1324 | 0.773 | 1983-84 | 939 | 1024 | 890 | 901 | 905 | 866 | 897 | 1002 | 845 | 98 | 56 | 924 | 710 | 732 | 615 | 0 | 11404 |
| 1978 | 1327 | 0.773 | 1984-85 | 924 | 1026 | 976 | 889 | 880 | 915 | 884 | 911 | 971 | 98 | 56 | 925 | 740 | 664 | 636 | 0 | 11495 |
| 1979 | 1305 | 0.773 | 1985-86 | 943 | 1009 | 978 | 975 | 868 | 890 | 934 | 898 | 883 | 98 | 56 | 1063 | 741 | 692 | 577 | 0 | 11605 |
| 1980 | 1333 | 0.773 | 1986-87 | 914 | 1031 | 962 | 977 | 952 | 878 | 908 | 949 | 871 | 98 | 56 | 967 | 851 | 693 | 602 | 0 | 11709 |
| 1981 | 1291 | | 1987-88 | | 998 | 983 | 961 | 954 | 963 | 896 | 922 | 920 | | | 954 | 774 | 796 | 602 | | |
| | | | 1988-89 | | | 951 | 982 | 939 | 965 | 983 | 910 | 894 | | | 1007 | 764 | 724 | 692 | | |
| | | | 1989-90 | | | | 950 | 959 | 949 | 985 | 999 | 882 | | | 979 | 806 | 715 | 629 | | |
| | | | 1990-91 | | | | | 928 | 970 | 968 | 1001 | 968 | | | 966 | 784 | 754 | 622 | | |
| | | | 1991-92 | | | | | | 938 | 990 | 983 | 970 | | | 1060 | 773 | 734 | 655 | | |

### AVERAGE DAILY MEMBERSHIP TOTALS***

| SCHOOL YEAR | GR. K-3 | GR. K-5 | GR. K-6 | GR.K-12 | GR. 1-5 | GR. 1-6 | GR.1-12 | GR. 4-6 | GR. 5-8 | GR. 6-8 | GR. 7-9 | GR.9-12 | GR.10-12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1977-78 | 3507 | 5189 | 6107 | 11453 | 4440 | 5358 | 10704 | 2600 | 3682 | 2826 | 2898 | 3394 | 2404 |
| 1978-79 | 3549 | 5167 | 6048 | 11319 | 4364 | 5245 | 10516 | 2499 | 3553 | 2740 | 2888 | 3363 | 2334 |
| 1979-80 | 3665 | 5344 | 6186 | 11388 | 4435 | 5277 | 10479 | 2521 | 3473 | 2622 | 2811 | 3306 | 2275 |
| 1980-81 | 3602 | 5408 | 6250 | 11327 | 4517 | 5359 | 10436 | 2648 | 3411 | 2576 | 2698 | 3226 | 2262 |
| 1981-82 | 3604 | 5439 | 6297 | 11329 | 4584 | 5442 | 10474 | 2693 | 3505 | 2539 | 2658 | 3197 | 2220 |

### AVERAGE DAILY MEMBERSHIP TOTALS PROJECTION***

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1982-83 | 3699 | 5434 | 6420 | 11340 | 4497 | 5483 | 10403 | 2721 | 3581 | 2702 | 2603 | 3050 | 2163 |
| 1983-84 | 3754 | 5525 | 6422 | 11404 | 4586 | 5483 | 10465 | 2668 | 3610 | 2744 | 2771 | 2981 | 2057 |
| 1984-85 | 3815 | 5610 | 6494 | 11495 | 4686 | 5570 | 10571 | 2679 | 3681 | 2766 | 2807 | 2965 | 2040 |
| 1985-86 | 3905 | 5663 | 6597 | 11605 | 4720 | 5654 | 10662 | 2692 | 3605 | 2715 | 2844 | 3073 | 2010 |
| 1986-87 | 3884 | 5714 | 6622 | 11709 | 4800 | 5708 | 10795 | 2738 | 3606 | 2728 | 2787 | 3113 | 2146 |
| 1987-88 | | | | | | | | | | 2738 | 2796 | 3126 | 2172 |
| 1988-89 | | | | | | | | | | 2787 | 2811 | 3187 | 2180 |
| 1989-90 | | | | | | | | | | 2856 | 2860 | 3129 | 2150 |
| 1990-91 | | | | | | | | | | 2937 | 2935 | 3126 | 2160 |
| 1991-92 | | | | | | | | | | 2943 | 3013 | 3222 | 2162 |



*EXCEPTIONAL STUDENTS IN SELF-CONTAINED CLASSES (TMH STUDENTS ARE NOT INCLUDED)
**1979-80 WAS THE 1ST YEAR TO INCLUDE THE TMH STUDENTS
***EXCEPTIONAL STUDENTS IN SELF-CONTAINED CLASSES AND TMH STUDENTS ARE INCLUDED IN ONLY COLUMNS 1-12 AND K-12

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Table A.4

## Pupil Population Projections: Greenville City Administrative Unit

p. 61 ADMINISTRATIVE UNIT NAME = GREENVILLE

PREPARED BY DIVISION OF STATISTICAL SERVICES
FOR DIVISION OF SCHOOL PLANNING

| SCHOOL YEAR | RETENTION RATIOS | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 TO 2 | 2 TO 3 | 3 TO 4 | 4 TO 5 | 5 TO 6 | 6 TO 7 | 7 TO 8 | 8 TO 9 | 9 TO 10 | 10 TO 11 | 11 TO 12 |
| 1977-78 | 0.970 | 0.934 | 0.945 | 0.989 | 0.985 | 1.039 | 1.041 | 1.097 | 0.948 | 0.888 | 0.957 |
| 1978-79 | 0.923 | 0.979 | 0.964 | 1.044 | 0.974 | 1.082 | 1.032 | 1.149 | 0.949 | 0.904 | 0.942 |
| 1979-80 | 0.843 | 0.936 | 0.965 | 1.011 | 0.958 | 1.047 | 1.095 | 1.161 | 0.902 | 0.882 | 0.955 |
| 1980-81 | 0.839 | 0.963 | 0.994 | 0.994 | 0.992 | 1.113 | 1.076 | 1.074 | 1.005 | 0.932 | 0.963 |
| AVERAGE | 0.894 | 0.965 | 0.967 | 1.009 | 0.977 | 1.070 | 1.061 | 1.120 | 0.951 | 0.902 | 0.954 |

| BIRTH YEAR | BIRTHS | SR | SCHOOL YEAR | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | EXC* | TMH** | 9 | 10 | 11 | 12 | EXC* | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| AVERAGE DAILY MEMBERSHIP | | | | | | | | | | | | | | | | | | | | |
| 1971 | 1359 | 0.291 | 1977-78 | 319 | 395 | 412 | 385 | 351 | 335 | 331 | 394 | 465 | 28 | 0 | 497 | 502 | 443 | 407 | 0 | 5264 |
| 1972 | 1211 | 0.311 | 1978-79 | 331 | 377 | 383 | 385 | 364 | 347 | 330 | 344 | 410 | 31 | 0 | 510 | 471 | 446 | 424 | 0 | 5153 |
| 1973 | 1131 | 0.304 | 1979-80 | 336 | 350 | 348 | 375 | 371 | 380 | 358 | 357 | 355 | 53 | 26 | 471 | 484 | 426 | 420 | 0 | 5090 |
| 1974 | 1243 | 0.306 | 1980-81 | 318 | 380 | 295 | 343 | 362 | 375 | 364 | 354 | 391 | 70 | 30 | 412 | 425 | 427 | 407 | 0 | 4953 |
| 1975 | 1221 | 0.313 | 1981-82 | 290 | 382 | 319 | 284 | 341 | 360 | 372 | 405 | 381 | 49 | 29 | 420 | 414 | 396 | 411 | 0 | 4853 |
| AVERAGE DAILY MEMBERSHIP PROJECTION | | | | | | | | | | | | | | | | | | | | |
| 1976 | 1208 | 0.308 | 1982-83 | 316 | 371 | 341 | 308 | 275 | 344 | 352 | 398 | 430 | 49 | 29 | 427 | 399 | 373 | 378 | 0 | 4792 |
| 1977 | 1324 | 0.308 | 1983-84 | 319 | 407 | 332 | 329 | 298 | 278 | 336 | 377 | 422 | 49 | 29 | 482 | 406 | 360 | 356 | 0 | 4780 |
| 1978 | 1327 | 0.308 | 1984-85 | 313 | 408 | 364 | 321 | 318 | 301 | 272 | 360 | 400 | 49 | 29 | 473 | 458 | 366 | 344 | 0 | 4776 |
| 1979 | 1305 | 0.308 | 1985-86 | 320 | 401 | 365 | 351 | 310 | [illegible] | 294 | 291 | 382 | 49 | 29 | 448 | 450 | 413 | 349 | 0 | 4773 |
| 1980 | 1333 | 0.308 | 1986-87 | 310 | 410 | 358 | 352 | 339 | 313 | 314 | 315 | 309 | 49 | 29 | 428 | 426 | 406 | 394 | 0 | 4752 |
| 1981 | 1291 | | 1987-88 | | 397 | 366 | 346 | 340 | 342 | 306 | 336 | 334 | | | 346 | 407 | 384 | 387 | | |
| | | | 1988-89 | | | 355 | 353 | 335 | 343 | 334 | 328 | 357 | | | 374 | 329 | 367 | 368 | | |
| | | | 1989-90 | | | | 343 | 341 | 338 | 335 | 357 | 348 | | | 400 | 356 | 297 | 350 | | |
| | | | 1990-91 | | | | | 332 | 344 | 330 | 359 | 379 | | | 390 | 380 | 321 | 283 | | |
| | | | 1991-92 | | | | | | 335 | 336 | 353 | 381 | | | 425 | 371 | 343 | 306 | | |

| SCHOOL YEAR | GR. K-3 | GR. K-5 | GR. K-6 | GR. K-12 | GR. 1-5 | GR. 1-6 | GR. 1-12 | GR. 4-6 | GR. 5-8 | GR. 6-8 | GR. 7-9 | GR. 9-12 | GR. 10-12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| AVERAGE DAILY MEMBERSHIP TOTALS*** | | | | | | | | | | | | | |
| 1977-78 | 1511 | 2197 | 2528 | 5264 | 1878 | 2209 | 4945 | 1017 | 1525 | 1190 | 1356 | 1849 | 1352 |
| 1978-79 | 1476 | 2187 | 2517 | 5153 | 1856 | 2186 | 4822 | 1041 | 1431 | 1084 | 1264 | 1851 | 1341 |
| 1979-80 | 1409 | 2160 | 2498 | 5090 | 1824 | 2162 | 4754 | 1089 | 1430 | 1050 | 1183 | 1801 | 1330 |
| 1980-81 | 1336 | 2073 | 2437 | 4953 | 1755 | 2119 | 4635 | 1101 | 1484 | 1109 | 1157 | 1671 | 1259 |
| 1981-82 | 1275 | 1976 | 2348 | 4853 | 1686 | 2058 | 4563 | 1073 | 1518 | 1158 | 1206 | 1641 | 1221 |
| AVERAGE DAILY MEMBERSHIP TOTALS PROJECTION*** | | | | | | | | | | | | | |
| 1982-83 | 1338 | 1957 | 2309 | 4792 | 1639 | 1991 | 4474 | 971 | 1524 | 1180 | 1255 | 1577 | 1150 |
| 1983-84 | 1387 | 1963 | 2299 | 4780 | 1644 | 1980 | 4462 | 912 | 1413 | 1139 | 1281 | 1604 | 1122 |
| 1984-85 | 1406 | 2025 | 2297 | 4776 | 1712 | 1984 | 4463 | 891 | 1333 | 1032 | 1233 | 1641 | 1168 |
| 1985-86 | 1437 | 2068 | 2362 | 4773 | 1748 | 2042 | 4453 | 925 | 1288 | 967 | 1121 | 1660 | 1212 |
| 1986-87 | 1430 | 2082 | 2396 | 4752 | 1772 | 2086 | 4442 | 966 | 1251 | 938 | 1052 | 1684 | 1226 |
| 1987-88 | | | | | | | | | | 976 | 1016 | 1524 | 1178 |
| 1988-89 | | | | | | | | | | 1019 | 1059 | 1436 | 1062 |
| 1989-90 | | | | | | | | | | 1040 | 1109 | 1403 | 1003 |
| 1990-91 | | | | | | | | | | 1068 | 1128 | 1374 | 984 |
| 1991-92 | | | | | | | | | | 1070 | 1159 | 1445 | 1020 |

*EXCEPTIONAL STUDENTS IN SELF-CONTAINED CLASSES (TMH STUDENTS ARE NOT INCLUDED)
**1979-80 WAS THE 1ST YEAR TO INCLUDE THE TMH STUDENTS
***EXCEPTIONAL STUDENTS IN SELF-CONTAINED CLASSES AND TMH STUDENTS ARE INCLUDED IN ONLY COLUMNS 1-12 AND K-12

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Table A.5

Pupil Population Projections: Combined Pitt County and Greenville City Administrative Units

COUNTY(INCLUDE CITY UNITS)= PITT

pp. 59, 61 (Summary)

AVERAGE DAILY MEMBERSHIP PROJECTION

| SCHOOL YEAR | GRADE K | GRADE 1 | GRADE 2 | GRADE 3 | GRADE 4 | GRADE 5 | GRADE 6 | GRADE 7 | GRADE 8 | GRADE 9 | GRADE10 | GRADE11 | GRADE12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1982-83 | 1255 | 1305 | 1243 | 1234 | 1131 | 1223 | 1338 | 1270 | 1274 | 1314 | 1181 | 1081 | 1051 |
| 1983-84 | 1258 | 1431 | 1222 | 1230 | 1203 | 1144 | 1233 | 1379 | 1267 | 1406 | 1116 | 1092 | 971 |
| 1984-85 | 1237 | 1434 | 1340 | 1210 | 1198 | 1216 | 1156 | 1271 | 1371 | 1398 | 1198 | 1030 | 980 |
| 1985-86 | 1263 | 1410 | 1343 | 1326 | 1178 | 1211 | 1228 | 1189 | 1265 | 1511 | 1191 | 1105 | 926 |
| 1986-87 | 1224 | 1441 | 1320 | 1329 | 1291 | 1191 | 1222 | 1264 | 1180 | 1395 | 1277 | 1099 | 996 |

AVERAGE DAILY MEMBERSHIP TOTALS PROJECTION

| SCHOOL YEAR | GR. K-3 | GR. K-5 | GR. K-6 | GR.K-12 | GR. 1-5 | GR. 1-6 | GR.1-12 | GR. 4-6 | GR. 5-8 | GR. 6-8 | GR. 7-9 | GR.9-12 | GR.10-12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1982-83 | 5037 | 7391 | 8729 | 16132 | 6136 | 7474 | 14877 | 3692 | 5105 | 3882 | 3858 | 4627 | 3313 |
| 1983-84 | 5141 | 7488 | 8721 | 16184 | 6230 | 7463 | 14926 | 3580 | 5023 | 3879 | 4052 | 4585 | 3179 |
| 1984-85 | 5221 | 7635 | 8791 | 16271 | 6398 | 7554 | 15034 | 3570 | 5014 | 3798 | 4040 | 4606 | 3208 |
| 1985-86 | 5342 | 7731 | 8959 | 16378 | 6468 | 7696 | 15115 | 3617 | 4893 | 3682 | 3965 | 4733 | 3222 |
| 1986-87 | 5314 | 7796 | 9018 | 16461 | 6572 | 7794 | 15237 | 3704 | 4857 | 3666 | 3839 | 4767 | 3372 |

Table A.6

Greenville City Resident Pupils Attending Schools in Other Administrative Units and Private Schools, 1982-83

| Administrative Unit or Nonpublic School Which Pupil Attends | 1976 Total | 1982 Total | Increase or Decrease |
|---|---|---|---|
| St. Peters | 208 | 215 | + 7 |
| St. Gabriels | 124 | 137 | +13 |
| Calvary Christian Academy | 21 | 17 | - 4 |
| Pace Academy[a] | 94 | --[b] | -- |
| Christian Academy | 140 | --[c] | -- |
| Pitt County Schools | 36 | 3 | -33 |
| Brookhaven School | 5 | 4 | - 1 |
| Parrott Academy | --[d] | 30 | |

Source: Local Administrative Unit or School.

a Currently Carolina Country Day.

b Not available; total enrollment is 94.

c Not available.

d Based on available data.

Table A-7

PUPILS IN MEMBERSHIP BEING SERVED BY EXCEPTIONAL CHILDREN PROGRAMS* IN PITT COUNTY AND GREENVILLE CITY SCHOOLS, 1982-83

| | Educable Mentally Retarded | Trainable Mentally Retarded | Severely Mentally Retarded | Hard of Hearing | Deaf/ Blind | Speech Impaired | Visually Handi-capped | Emotionally Disturbed | Ortho-pedically Handicapped | Other Health Impaired | Specific Learning Disabled | Other (Austistic, Multi-Handicapped & Pregnant) | Gifted and Talented | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Pitt County | | | | | | | | | | | | | | |
| No. of Pupils | 375 | 51 | 12 | 24 | | 357 | 5 | 72 | 13 | 32 | 598 | 15 | 551 | 2,105 |
| Percent of Total | 3.29 | .45 | .11 | .21 | | 3.13 | .04 | .63 | .11 | .28 | 5.24 | .13 | 4.83 | 18.45 |
| Greenville | | | | | | | | | | | | | | |
| No. of Pupils | 106 | 21 | 6 | 81 | | 157 | 1 | 117 | 14 | 17 | 321 | 8 | 497 | 1,346 |
| Percent of Total | 2.18 | .43 | .12 | 1.67 | | 3.23 | .02 | 2.4 | .29 | .35 | 6.61 | .16 | 10.24 | 27.72 |
| North Carolina | | | | | | | | | | | | | | |
| No. of Pupils | 27,126 | 4,089 | 744 | 1,311 | 10 | 25,723 | 479 | 4,901 | 873 | 796 | 48,843 | | | 114,895 |
| Percent of Total | 2.46 | .37 | .07 | .12 | .009 | 2.33 | .04 | .44 | .07 | .07 | 4.43 | | | 10.43 |

Source: Department of Public Education, Division of Management Information Systems, Statistical Profile, 1983.

* Unduplicated count of children (ages 0-21) who have individual education plans and are eligible for federal (Title VI-B) and state funds as of December 1982. Percents are based on a student membership of 11,408 in Pitt County Schools and 4,855 in Greenville City Schools.

Table A-8

LOCAL RESOURCES BY SOURCE AND THE PERCENT EACH IS OF THE TOTAL FOR THE FISCAL YEAR ENDING IN 1981

| COUNTY | ADM | TOTAL PROPERTY TAXES | FINES | LICENSE TAX | EXCISE STAMP TAX | SALES TAX | ABC STORE PROFITS | INTANGIBLE PROPERTY TAXES | BEVERAGE TAX | REVENUE SHARING | MISC REVENUE | TOTAL LOCAL RESOURCES |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Pitt | 16,280 | $11,595,638 | $315,904 | $31,798 | $65,961 | $2,015,168 | $425,000 | $404,163 | $104,682 | $956,706 | $1,180,222 | $17,000,000 |
| % | | 68.21 | 1.85 | .19 | .39 | 11.78 | 2.49 | 2.36 | .61 | 5.60 | 6.90 | |

SOURCES: Reports of "Annual County Financial Information," filed with the North Carolina Department of State Treasurer, State and Local Government Finance Division; North Carolina Department of Public Instruction, Office of Federal Relations; and the "Annual Financial Reports," completed by Administrative Units and filed with the North Carolina Department of Public Education, Division of Statistical Services.

Table A-9

LOCAL CURRENT EXPENSE AS A PERCENTAGE OF THE
LOCAL RESOURCES FOR PITT COUNTY

| YEAR | LOCAL CURRENT EXPENSE | TOTAL LOCAL RESOURCES | CURRENT EXPENSE AS A % OF RESOURCES |
|---|---|---|---|
| 1974 | $ 2,317,812 | $ 7,529,640 | 30.78 |
| 1975 | 3,407,970 | 8,167,929 | 41.72 |
| 1976 | 3,817,085 | 9,103,838 | 41.93 |
| 1977 | 4,287,617 | 11,363,134 | 37.73 |
| 1978 | 4,900,618 | 11,999,500 | 40.84 |
| 1979 | 5,791,734 | 13,222,879 | 43.80 |
| 1980 | 6,611,989 | 14,276,421 | 46.31 |
| 1981 | 7,482,907 | 17,095,242 | 43.77 |

SOURCES: Reports of "Annual County Financial Information," filed with the North Carolina Department of State Treasurer, State and Local Government Finance Division; North Carolina Department of Public Instruction, Office of Federal Relations; and the "Annual Financial Reports," completed by Administrative Units and filed with the North Carolina Department of Public Education, Division of Statistical Services.

Table A-10

CURRENT EXPENSE AS A PERCENT OF LOCAL RESOURCES
FOR PITT AND SELECTED COUNTIES -- 1981

| | LOCAL CURRENT EXPENSE | TOTAL LOCAL RESOURCES | CURRENT EXPENSE AS A PERCENT OF LOCAL RESOURCES |
|---|---|---|---|
| Pitt County | $ 7,482,907 | $ 17,095,242 | 43.77 |
| Beaufort | 2,261,695 | 6,878,958 | 32.88 |
| Craven | 4,279,878 | 12,428,089 | 34.44 |
| Edgecombe | 4,134,139 | 10,075,499 | 41.03 |
| Greene | 1,203,835 | 2,824,641 | 42.62 |
| Lenoir | 4,276,104 | 11,392,252 | 37.54 |
| Martin | 2,689,191 | 6,862,599 | 39.19 |
| Wilson | 4,277,295 | 12,625,940 | 33.88 |

SOURCES: Reports of "Annual County Financial Information," filed with the North Carolina Department of State Treasurer, State and Local Government Finance Division; North Carolina Department of Public Instruction, Office of Federal Relations; and the "Annual Financial Reports," completed by Administrative Units and filed with the North Carolina Department of Public Education, Division of Statistical Services.

Table A-11

CURRENT EXPENSE EXPENDITURES PER PUPIL
FOR PITT AND GREENVILLE UNITS, 1981-82

| Unit | State | Federal | Local | Total |
|---|---|---|---|---|
| Pitt | 1,320.79 | 306.63 | 493.91 | 2,121.33 |
| Greenville | 1,339.71 | 300.53 | 540.90 | 2,181.14 |
| North Carolina Total | 1,327.74 | 210.88 | 495.69 | 2,034.31 |

Source: State Board of Education, Management Information Systems, Current Expense Disbursements by Source of Funds.

Table A-12

CURRENT EXPENSE EXPENDITURES AND PER PUPIL COST
FOR PITT AND GREENVILLE

| Unit | Source of Funds | Amounts Expended and Per Pupil Cost (PPC) | | | | | |
|---|---|---|---|---|---|---|---|
| | | 1976-77 | 1977-78 | 1978-79 | 1979-80 | 1980-81 | 1981-82 |
| Pitt | ADM | 10,864 | 11,453 | 11,319 | 11,388 | 11,327 | 11,329 |
| | State PPC | 809.65 | 870.58 | 968.51 | 1,059.70 | 1,267.44 | 1,320.79 |
| | Federal PPC | 224.53 | 244.20 | 257.25 | 310.43 | 344.20 | 306.63 |
| | Local PPC | 260.45 | 312.21 | 377.90 | 422.54 | 486.21 | 493.91 |
| | Total PPC | 1,294.73 | 1,426.99 | 1,603.66 | 1,792.67 | 2,097.85 | 2,121.33 |
| Greenville | ADM | 4,945 | 5,264 | 5,153 | 5,090 | 4,953 | 4,853 |
| | State PPC | 840.28 | 862.79 | 959.33 | 1,066.81 | 1,278.50 | 1,339.71 |
| | Federal PPC | 172.04 | 203.17 | 239.61 | 282.97 | 364.76 | 300.53 |
| | Local PPC | 294.86 | 364.78 | 415.87 | 443.57 | 475.13 | 540.90 |
| | Total PPC | 1,307.18 | 1,430.74 | 1,614.81 | 1,793.35 | 2,118.39 | 2,181.14 |
| State Total | ADM | | 1,174,302 | 1,155,501 | 1,142,552 | 1,123,840 | 1,102,951 |
| | State PPC | | 834.95 | 935.44 | 1,050.40 | 1,243.36 | 1,327.74 |
| | Federal PPC | | 160.68 | 192.68 | 216.48 | 248.08 | 210.88 |
| | Local PPC | | 317.46 | 349.13 | 403.67 | 452.87 | 495.69 |
| | Total PPC | | 1,313.09 | 1,477.25 | 1,670.55 | 1,944.31 | 2,034.31 |

Source: State Board of Education, Management Information Systems, Current Expense Disbursements by Source of Funds.

Table A-13

CAPITAL OUTLAY EXPENDITURES FOR PITT COUNTY

| | 1979-80 | 1980-81 | 1981-82 |
|---|---|---|---|
| Projects in Categories I & II | $ 173,318.15 | $ 365,216.87 | $ 184,509.17 |
| Projects in Category III | 24,040.61 | 93,281.69 | - |
| Total | $ 197,358.76 | $ 458,498.56 | $ 184,509.17 |

NOTE: Projects in Categories I and II include the following: Acquisition of real property; construction, reconstruction, enlargement, renovation or replacement of buildings and other structures for school purposes; and acquisition or replacement of furnishings and equipment.

Projects in Category III include the following: Acquisitions of school buses, activity buses, and other motor vehicles.

Source: N. C. Department of Public Education, Division of Statistical Services, "Financial Report North Carolina Public School System."

Table A-14

CAPITAL OUTLAY EXPENDITURES FOR GREENVILLE CITY

| | 1979-80 | 1980-81 | 1981-82 |
|---|---|---|---|
| Projects in Categories I & II | $ 96,999.93 | $ 151,452.00 | $ 237,435.31 |
| Projects in Category III | 15,836.40 | 71,536.89 | 13,572.87 |
| Total | $ 112,836.33 | $ 222,988.89 | $ 251,008.18 |

NOTE: Projects in Categories I and II include the following: Acquisition of real property; construction, reconstruction, enlargement, renovation or replacement of buildings and other structures for school purposes; and acquisition or replacement of furnishings and equipment.

Projects in Category III include the following: Acquisitions of school buses, activity buses, and other motor vehicles.

Source: N. C. Department of Public Education, Division of Statistical Services, "Financial Report North Carolina Public School System."

Table A-15

TRAINING BY CERTIFICATE LEVEL FOR PITT COUNTY, 1982-83

| | Ratings Below Class A | | Bachelor's Degree | | Master's Degree | | Sixth Year (Advanced) | | Doctor's Degree | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number |
| Superintendent | - | - | - | - | - | - | - | - | 1.00 | 100.00 | 1.00 |
| Assistant and Associate Superintendents | - | - | - | - | 4.00 | 80.00 | 1.00 | 20.00 | - | - | 5.00 |
| Supervisors, ESEA Directors, and ESEA Coordinators | - | - | 2.00 | 19.04 | 6.50 | 61.90 | 2.00 | 19.04 | - | - | 10.50 |
| Attendance, Health, Psychological, and Social Services Personnel | - | - | 6.00 | 70.58 | 1.50 | 17.64 | 1.00 | 11.76 | - | - | 8.50 |
| Unit Wide Staff | - | - | 1.00 | 100.00 | - | - | - | - | - | - | 1.00 |
| Elementary Personnel | - | - | 316.45 | 67.28 | 150.87 | 32.07 | 2.50 | 0.53 | - | - | 470.32 |
| High School Personnel | .50 | 0.27 | 97.16 | 53.02 | 81.08 | 44.24 | 1.50 | 0.81 | 3.00 | 1.63 | 183.24 |
| Vocational Personnel | 4.00 | 8.35 | 36.39 | 76.00 | 7.49 | 15.64 | - | - | - | - | 47.88 |
| Unit Totals | 4.50 | 0.61 | 459.00 | 63.18 | 251.44 | 34.61 | 8.00 | 1.10 | 3.50 | .48 | 726.44 |
| Regional Totals | 61.39 | 1.25 | 3,240.49 | 66.12 | 1,467.91 | 29.35 | 97.00 | 1.97 | 33.49 | .68 | 4,900.28 |
| State Totals | 984.57 | 1.49 | 43,086.49 | 65.32 | 19,912.20 | 30.19 | 1,431.53 | 2.17 | 538.86 | .81 | 65,953.05 |

Source: State Board of Education, Management Information Systems.

Table A-16

TRAINING BY CERTIFICATE LEVEL FOR GREENVILLE CITY, 1982-83

| | Ratings Below Class A | | Bachelor's Degree | | Master's Degree | | Sixth Year (Advanced) | | Doctor's Degree | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number |
| Superintendent | - | - | - | - | - | - | - | - | 1.00 | 100.00 | 1.00 |
| Assistant and Associate Superintendents | - | - | - | - | 1.00 | 100.00 | - | - | - | - | 1.00 |
| Supervisors, ESEA Directors, and ESEA Coordinators | - | - | - | - | 3.00 | 50.00 | 3.00 | 50.00 | - | - | 6.00 |
| Attendance, Health, Psychological, and Social Services Personnel | - | - | 2.50 | 71.42 | 1.00 | 28.57 | - | - | - | - | 3.50 |
| Unit Wide Staff | - | - | - | - | - | - | - | - | - | - | - |
| Elementary Personnel | - | - | 103.98 | 56.21 | 75.98 | 41.07 | 4.00 | 2.16 | - | - | 184.96 |
| High School Personnel | - | - | 53.48 | 54.03 | 43.49 | 43.94 | 2.00 | 2.02 | - | - | 98.97 |
| Vocational Personnel | 2.00 | 7.73 | 12.85 | 49.72 | 10.99 | 42.53 | - | - | - | - | 25.84 |
| Unit Totals | 2.00 | .62 | 172.81 | 53.78 | 135.46 | 42.16 | 9.00 | 2.80 | 2.00 | .62 | 321.27 |
| Regional Totals | 61.39 | 1.25 | 3,240.49 | 66.12 | 1,467.91 | 29.95 | 97.00 | 1.97 | 33.49 | .68 | 4,900.28 |
| State Totals | 984.57 | 1.49 | 43,086.49 | 65.32 | 19,912.20 | 30.19 | 1,431.53 | 2.17 | 538.86 | .81 | 65,953.65 |

Source: State Board of Education, Management Information Systems.

Facts to Help Interpret the Professional Staff/Student Ratio in Table A-16

High Schools. Teachers are allotted on the basis of 31 students to one teacher. All high schools have been allotted one media specialist, two guidance counselors, one principal, one assistant principal with the exception of D. H. Conley, which was allotted two assistant principals due to size. Ayden-Grifton is over-allotted in guidance by one position and in the administrative/supervisory area by one-half position when compared to the High School Southern Association Guidelines. High schools have lower staff ratios than primary and elementary schools because of special allotments of vocational and local teachers, and generally, they are larger.

K-8 Schools. Teachers are allotted on the basis of 26 students to one teacher in grades K-3 and 30 students to one teacher in grades 4-8. The difference occurs because of special allotments in such areas as Chapter I, special education, and vocational areas plus the difference in A.D.M. All K-8 schools have one full-time assistant principal, guidance counselor, and media specialist.

Middle Schools (4-8). Middle school teachers are allotted on the basis of 30 students to one teacher. All middle schools are allotted one full-time assistant principal, guidance counselor and media specialist with the exception of Ayden Middle which only has a half-time assistant principal.

K-3 Schools. Teachers are allotted on the basis of 26 students to one teacher. K-3 schools are allotted a full-time media specialist, one half-time assistant principal, and one half-time counselor. Other differences occur because of special needs in special education and Chapter I plus the A.D.M. differences.

K-5 Schools. Teachers are allotted on the basis of 26 students per teacher in grades K-3 and 30 students per teacher in grades 4 and 5. Other differences occur because of special needs in special education and Chapter I. Ayden Elementary, Belvoir Elementary, and H. B. Sugg each are allotted one half-time assistant principal and a half-time guidance counselor. All schools in this category are allotted one full-time media specialist.

Table A-17

PUPIL/PROFESSIONAL STAFF RATIO BY SCHOOLS FOR PITT COUNTY, 1982-83

| School | Sept. '82 ADM | Number of Professional Personnel | Professional Personnel/ Pupil Ratio |
|---|---|---|---|
| High Schools: | | | |
| Ayden-Grifton | 625 | 41.6 | 15.02:1 |
| D. H. Conley | 1034 | 59.6 | 17.35:1 |
| Farm. Central | 762 | 49.1 | 15.52:1 |
| North Pitt | 839 | 54.4 | 15.42:1 |
| K-8 Schools: | | | |
| Bethel Elementary | 585 | 36.6 | 15.98:1 |
| Chicod Elementary | 524 | 31.3 | 16.74:1 |
| G. R. Whitfield | 534 | 33.5 | 15.94:1 |
| Grifton Elementary | 503 | 30.9 | 16.28:1 |
| Middle Schools: | | | |
| A. G. Cox | 850 | 45.7 | 18.60:1 |
| Ayden Middle | 418 | 28.9 | 14.46:1 |
| Farm. Middle | 619 | 38.7 | 15.99:1 |
| Wellcome Middle | 491 | 32.9 | 14.92:1 |
| K-3 Schools: | | | |
| Sam D. Bundy | 521 | 27.4 | 19.01:1 |
| W. H. Robinson | 739 | 37.8 | 19.55:1 |
| K-5 Schools: | | | |
| Ayden Elementary | 582 | 32.7 | 17.80:1 |
| Belvoir Elementary | 475 | 26.5 | 17.92:1 |
| Falkland Elementary | 166 | 10.5 | 15.81:1 |
| H. B. Sugg | 506 | 27.0 | 18.74:1 |
| Pactolus Elementary | 329 | 17.9 | 18.38:1 |
| Stokes Elementary | 224 | 15.1 | 14.83:1 |
| TOTALS | 11,326 | 678.10 | 16.70:1 |

Table A-13

PUPIL/PROFESSIONAL STAFF RATIO BY SCHOOLS FOR GREENVILLE CITY, 1982-83

| School | Grades | Number of Pupils* | Number of Professional Personnel | Professional Personnel/ Pupil Ratio |
|---|---|---|---|---|
| Greenville Middle | 7 | 401 | 28 | 14.33 |
| Eastern | K-3 | 355 | 19 | 18.69 |
| E. B. Aycock, Jr. | 7-9 | 814 | 47 | 17.32 |
| Elmhurst | K-3 | 369 | 21 | 17.32 |
| Extended Day | 7-12 | 103 | 13 | 7.93 |
| J. H. Rose, Sr. | 10-12 | 1,129 | 76 | 14.86 |
| Sadie Saulter | K-3 | 394 | 19 | 20.74 |
| South Greenville | 4-6 | 581 | 33 | 17.61 |
| Third Street | K-3 | 259 | 15 | 17.27 |
| Wahl-Coates | 4-6 | 450 | 30 | 15.00 |
| Central Office | | | 9 | |
| Unit-Wide | | | 10 | |
| Total | | 4,855 | 320 | 15.18 |

Source: Local Administrative Unit.

* First Month ADM, 1982-83

Table A-19

PUBLIC SCHOOL PERSONNEL SUMMARY FOR PITT COUNTY, 1982-83

| Personnel | Source of Funds | | | | |
|---|---|---|---|---|---|
| | State | Federal | Local | Vocational* | Total |
| Officials, Administrators, Managers | 4 | 1 | 1 | - | 6 |
| Principals | 20 | .75 | .25 | - | 21 |
| Assistant Principals, Teaching | 4.5 | - | 1 | - | 5.5 |
| Assistant Principals, Nonteaching | 9 | 1 | 4 | - | 14 |
| Elementary Classroom Teachers | 285 | 28 | 21 | 7 | 341 |
| Secondary Classroom Teachers | 113.5 | 5.5 | 13 | 25 | 157 |
| Other Classroom Teachers | 49 | 19 | 14 | 12 | 94 |
| Guidance | 13 | - | 3.5 | - | 16.5 |
| Psychological | 2 | 1 | 1 | - | 4 |
| Librarians/Audiovisual Staff | 18 | - | 2 | - | 20 |
| Consultants, Supervisors of Instruction | 6 | 3 | 1 | - | 10 |
| Other Professional Staff | 1 | 4 | 3 | - | 8 |
| Teacher Aides | 155 | 13 | 10.5 | | 178.5 |
| Technicians | - | 1 | 2 | - | 3 |
| Clerical/Secretarial Staff | 20 | 3 | 25.5 | - | 48.5 |
| Service Workers | 66 | 5 | 132 | - | 203 |
| Skilled Crafts | 11 | - | 12 | - | 23 |
| Laborers, Unskilled | 2 | - | 12 | - | 14 |
| Total | 780 | 85.25 | 257.75 | 44 | 1,167 |

* Vocational Teachers' salaries are reimbursed approximately 77 percent from state and 23 percent from federal funds.

Source: Local Administrative Unit

Table A-20

PUBLIC SCHOOL PERSONNEL SUMMARY FOR GREENVILLE CITY, 1982-83

| PERSONNEL | SOURCE OF FUNDS | | | | |
|---|---|---|---|---|---|
| | STATE | FEDERAL | LOCAL | VOCATIONAL* | TOTAL |
| Officials, Administrators, Managers | 3 | 1 | 1 | | 5 |
| Principals | 10 | | | | 10 |
| Assistant Principals, Teaching | 0 | | | | 0 |
| Assistant Principals, Nonteaching | 3 | | | | 3 |
| Elementary Classroom Teachers | 60 | 20 | 4 | | 84 |
| Secondary Classroom Teachers | 82 | 8 | 21 | 24 | 135 |
| Other Classroom Teachers | 5 | | | | 5 |
| Guidance | 10 | | 1 | | 11 |
| Psychological | 1 | | 0 | | 1 |
| Librarians/Audiovisual Staff | 6 | | 3 | | 9 |
| Consultants, Supervisors of Instruction | 2 | 0 | 0 | | 2 |
| Other Professional Staff | 10.5 | 3.5 | 2 | | 16 |
| Teacher Aides | 62 | 5 | 7 | | 74 |
| Technicians | | | 2 | | 2 |
| Clerical/Secretarial Staff | 17 | | 6 | | 23 |
| Service Workers | 20 | | 44 | | 64 |
| Skilled Crafts | | | 5 | | 5 |
| Laborers, Unskilled | | | 7 | | 7 |
| TOTAL | 291.5 | 37.5 | 103 | 24 | 456 |

* Vocational Teachers' salaries are reimbursed approximately 77 percent from state and 23 percent from federal funds.

Source: Local Administrative Unit.

Table A-21

CERTIFIED PERSONNEL BY SOURCE OF FUNDS FOR PITT COUNTY, 1982-83

| | State | | Local | | Federal | | Vocational | | Total |
|---|---|---|---|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number |
| Superintendent | 1.00 | 100.00 | | | | | | | 1.00 |
| Assistant and Associate Superintendents | 4.00 | 80.00 | | | 1.00 | 20.00 | | | 5.00 |
| Supervisors, ESEA Directors, and ESEA Coordinators | 2.00 | 19.04 | 4.00 | 38.09 | 3.50 | 33.33 | 1.00 | 9.52 | 10.50 |
| Attendance, Health, Psychological, and Social Services Personnel | 2.50 | 29.41 | | | 6.00 | 70.58 | | | 8.50 |
| Unit Wide Staff | | | 1.00 | 100.00 | | | | | 1.00 |
| Elementary Personnel | 374.37 | 79.59 | 46.95 | 9.98 | 49.00 | 10.41 | | | 470.32 |
| High School Personnel | 155.80 | 85.02 | 19.82 | 10.81 | 7.62 | 4.15 | | | 183.24 |
| Vocational Personnel | | | 0.00 | 0.00 | | | 47.88 | 100.00 | 47.88 |
| Unit Totals | 538.67 | 74.15 | 71.77 | 9.87 | 67.12 | 9.23 | 48.88 | 6.72 | 726.44 |
| Regional Totals | 3,770.61 | 76.94 | 337.31 | 6.88 | 414.46 | 8.45 | 377.90 | 7.71 | 4,900.28 |
| State Totals | 1,828.37 | 78.57 | 5,004.37 | 7.58 | 4,065.52 | 6.16 | 5,057.39 | 7.66 | 65,953.65 |

Source: State Board of Education, Management Information Systems.

Table A-22

CERTIFIED PERSONNEL BY SOURCE OF FUNDS FOR GREENVILLE CITY, 1982-83

| | State | | Local | | Federal | | Vocational | | Total |
|---|---|---|---|---|---|---|---|---|---|
| | Number | Percent | Number | Percent | Number | Percent | Number | Percent | Number |
| Superintendent | 1.00 | 100.00 | | | | | | | 1.00 |
| Assistant and Associate Superintendents | 1.00 | 100.00 | | | | | | | 1.00 |
| Supervisors, ESEA Directors, and ESEA Coordinators | 2.50 | 41.66 | .50 | 14.28 | 2.00 | 33.33 | 1.00 | 16.66 | 6.00 |
| Attendance, Health, Psychological, and Social Services Personnel | 1.50 | 42.85 | .50 | 14.28 | .50 | 14.28 | 1.00 | 28.57 | 3.50 |
| Unit Wide Staff | | | | | | | | | |
| Elementary Personnel | 148.63 | 80.35 | 18.33 | 9.91 | 18.00 | 9.73 | | | 184.96 |
| High School Personnel | 74.81 | 75.58 | 15.66 | 15.82 | 8.50 | 8.58 | | | 98.97 |
| Vocational Personnel | | | | | | | 25.84 | 100.00 | 25.84 |
| Unit Totals | 229.44 | 71.41 | 34.99 | 10.89 | 29.00 | 9.02 | 27.84 | 8.66 | 321.27 |
| Regional Totals | 3,770.61 | 76.94 | 337.31 | 6.88 | 414.46 | 8.45 | 377.90 | 7.71 | 4,900.28 |
| State Totals | 1,826.37 | 78.57 | 5,004.37 | 7.58 | 4,065.52 | 6.16 | 5,057.39 | 7.66 | 65,953.65 |

Source: State Board of Education, Management Information Systems.

Table A-23

AUXILIARY PERSONNEL BY SCHOOL FOR PITT COUNTY

| School | Aides* | Secretaries | Food Service Personnel | Custodians | | Bus Drivers | |
|---|---|---|---|---|---|---|---|
| | | | | Male | Female | Student | Adult |
| A. G. Cox | 7 | 1½ secretary | 1 manager<br>9 workers | 2-8 hrs. | 3-5 hrs.<br>1-6½ hrs. | | |
| Ayden Elementary | 20.5 | 1 secretary | 1 manager<br>5 workers | 1-8 hrs. | 2-6 hrs.<br>1-6½ hrs. | | |
| Ayden Grammar | 1 | 1 secretary | 1 manager<br>4 workers | 1-8 hrs. | 2-5 hrs.<br>1-6 hrs. | | |
| Ayden-Grifton | 2 | 1 secretary<br>1 bookkeeper | 1 manager<br>8 workers | 2-8 hrs. | 3-4 hrs.<br>1-5 hrs. | 22 | |
| Belvoir Elementary | 13.5 | 1 secretary | 1 manager<br>7 workers | 1-8 hrs. | 2-4 hrs.<br>1-6½ hrs. | | |
| Bethel Elementary | 12 | 1 secretary | 1 manager<br>6 workers | 2-8 hrs. | 3-5 hrs. | | |
| D. H. Conley | 2 | 1 secretary<br>1 bookkeeper | 1 manager<br>10 workers | 3-8 hrs. | 5-5 hrs. | 50 | 8 |
| Chicod Elementary | 8.5 | 1 secretary | 1 manager<br>6 workers | 1-8 hrs. | 3-6 hrs. | | |
| Falkland Elementary | 4 | 1 secretary | 1 manager<br>2 workers | 1-8 hrs. | 2-3 hrs. | | |
| Farmville Central | 2 | 1 secretary<br>1 bookkeeper | 1 manager<br>9 workers | 3-8 hrs. | 3-4 hrs.<br>1-5 hrs. | 26 | 5 |

(continued)

* Includes all aides such as teacher, clerical, library, etc.

Source: Local Administrative Unit.

Table A-23 (continued)

| School | Aides* | Secretaries | Food Service Personnel | Custodians | | Bus Drivers | |
|---|---|---|---|---|---|---|---|
| | | | | Male | Female | Student | Adult |
| Farmville Middle | 4 | 1 secretary | 1 manager<br>7 workers | 2-8 hrs. | 4 hrs. | | |
| Grifton Elementary | 8.5 | 1 secretary | 1 manager<br>6 workers | 1-8 hrs. | 3-6 hrs. | | |
| G. R. Whitfield | 11.5 | 1 secretary | 1 manager<br>6 workers | 1-8 hrs. | 3-6 hrs. | | |
| H. B. Sugg | 9.5 | 1 secretary | 1 manager<br>5 workers | 1-8 hrs. | 2-6½ hrs. | | |
| North Pitt | 3 | 1 secretary<br>1 bookkeeper | 1 manager<br>9 workers | 3-8 hrs. | 5-4 hrs. | 51 | 6 |
| Pactolus Elementary | 9 | 1 secretary | 1 manager<br>4 workers | 1-8 hrs. | 1-5 hrs.<br>1-3 hrs. | | |
| Sam D. Bundy | 21.5 | 1 secretary | 1 manager<br>5 workers | 1-8 hrs. | 2-8 hrs. | | |
| Stokes Elementary | 8 | 1 secretary | 1 manager<br>3 workers | 1-8 hrs. | 1-6 hrs. | | |
| W. H. Robinson | 33 | 1 secretary | 1 manager<br>6 workers | 2-8 hrs. | 2-8½ hrs. | | |
| Wellcome Middle | 2.5 | 1 secretary | 1 manager<br>6 workers | 1-8 hrs. | 2-6 hrs.<br>1-7½ hrs. | | |

* Includes all aides such as teacher, clerical, library, etc.

Source: Local Administrative Unit.

Table A.24

AUXILIARY PERSONNEL BY SCHOOL FOR GREENVILLE CITY, 1982-83

| School | Aides* | Secretaries | Food Service Personnel | Custodians | | Bus Drivers | |
|---|---|---|---|---|---|---|---|
| | | | | Male | Female | Student | Adult |
| Eastern | 16 | 1 | 4.5 | 1 | 1 | | |
| Elmhurst | 15.5 | 1 | 4.5 | 1 | 1 | | |
| Sadie Saulter | 15 | 1 | 4.5 | 1 | 1 | | |
| South Greenville | 2 | 2 | 5 | 1 | 2 | | |
| Third Street | 10.5 | 1 | 2 | 1 | 1 | | |
| Wahl-Coates | 3.5 | 1 | 5 | 2 | 1 | | |
| Greenville Middle | 2 | 1 | 5.5 | 2 | 1 | | |
| E. B. Aycock | 2 | 3 | 7 | 3 | 4 | | |
| J. H. Rose | 3 | 3 | 6.5 | 5 | 1 | 7 | 24 |
| Extended Day School | 1.5 | 1 | 1 | 1 | | | |
| Total | 71 | 15 | 45.5 | 18 | 13 | 7 | 24 |

* Includes all aides such as teacher, clerical, library, etc.

Source: Local Administrative Unit.

Appendix B

Supporting Information Not Referenced in the Text

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Table B.1

POPULATION INCREASE OR DECREASE BY MINOR CIVIL SUBDIVISION FOR PITT COUNTY

| County and Minor Civil Subdivision | 1920 | 1930 | 1940 | 1950 | 1960 | 1970 | 1980 | Difference (+ or -) 1970-1980 | Percent Change |
|---|---|---|---|---|---|---|---|---|---|
| Totals | 45,569 | 54,466 | 61,244 | 63,789 | 69,942 | 73,900 | 90,146 | 16,246 | 22.0 |
| Arthur Twp. | 1,718 | 1,981 | 2,222 | 2,089 | 2,112 | 1,812* | 3,058 | 1,246 | 68.8 |
| Bill Arthur Town | 104 | 131 | 181 | 190 | 204 | | | | |
| Ayden Twp. | 4,825 | 5,201 | 5,599 | 5,628 | 5,281* | 5,444 | 6,156 | 712 | 13.1 |
| Ayden Town | 1,673 | 1,607 | 1,884 | 2,282 | 3,108* | 3,450* | 4,361* | 911 | 26.4 |
| Grifton Town (pt) | 335 | 369 | 391 | 47 | * | | | | |
| Belvoir Twp. | 1,553 | 1,423 | 1,585 | 1,516 | 2,319 | 2,376 | 4,597 | 2,221 | 93.5 |
| Greenville City (pt) | | | | | | 172* | 380* | | |
| Bethel Twp. | 2,747 | 3,534 | 3,792 | 3,822 | 3,864 | 3,103 | 3,753 | 650 | 20.9 |
| Bethel Town | 817 | 1,149 | 1,333 | 1,402 | 1,578* | 1,514* | 1,825 | 311 | 2.1 |
| Carolina Twp. | 2,256 | 2,538 | 2,614 | 2,480 | 2,474 | 1,925* | 1,490 | -435 | -22.6 |
| Oakley Town | 49 | 41 | 27 | 58 | 17 | | | | |
| Stokes Town | 138 | 127 | 216 | 217 | 195 | | | | |
| Chicod Twp. | 5,179 | 5,839 | 5,773 | 5,560 | 2,567* | 2,614* | 3,232 | 618 | 23.6 |
| Grimesland Town | 463 | 377 | 405 | 414 | * | | | | |
| Shelmerdine Town | 93 | 39 | 76 | 32 | 29 | | | | |
| Simpson Town | | 209 | 298 | 278 | * | | | | |
| Falkland Twp. | 2,253 | 2,380 | 2,348 | 2,009 | 2,381 | 1,870 | 1,727 | -143 | -7.6 |
| Falkland Town | 198 | 187 | 188 | 174 | 140 | 130 | 118 | -12 | -9.2 |

* Boundary Changes.

(continued)

Table B.1 (continued)

| County and Minor Civil Subdivision | 1920 | 1930 | 1940 | 1950 | 1960 | 1970 | 1980 | Difference (+ or -) 1970-1980 | Percent Change |
|---|---|---|---|---|---|---|---|---|---|
| Farmville Twp. | 4,632 | 5,777 | 6,249 | 6,169 | 6,435 | 6,522 | 6,602 | 80 | 1.2 |
| Farmville Town | 1,780 | 2,056 | 2,980* | 2,942 | 3,997* | 4,424* | 4,707* | 283 | 6.4 |
| Fountain Twp. | 1,200 | 1,609 | 1,596 | 1,673 | 1,756 | 1,443 | 1,369 | -74 | -5.1 |
| Fountain Town | 243 | 360 | 483 | 451 | 496 | 434 | 424 | -10 | -2.3 |
| Greenville Twp. | 11,229 | 15,386 | 19,360 | 23,325 | 25,687* | 30,486 | 34,557 | 4,071 | 13.4 |
| Greenville City | 5,772 | 9,194* | 12,674 | 16,724* | 22,860* | 27,940* | 31,615* | 3,675 | 13.2 |
| Grifton Twp. | | | | | 3,201* | 3,552 | 3,358* | -194 | -5.5 |
| Grifton Town (pt) | 375 | 403 | 456 | 510 | 1,546* | 1,548 | 1,840 | 292 | 18.9 |
| Grimesland Twp. | | | | | 2,901* | 3,050* | 4,534 | 1,484 | 48.7 |
| Grimesland Town | 463 | 377 | 405 | 414 | 362* | 394 | 453 | 59 | 15.0 |
| Simpson Town | | 209 | 298 | 278 | 302* | | | | |
| Pactolus Twp. | 2,067 | 2,315 | 2,496 | 2,471 | 3,149 | 3,215* | 3,451 | 236 | 7.3 |
| Pactolus Town | 210 | 349 | 369 | 265 | 211 | | | | |
| Swift Creek Twp. | 2,958 | 2,996 | 3,588 | 3,452 | 1,180* | 1,076 | 1,171 | 95 | 8.8 |
| Grifton Town (pt) | 40 | 34 | 65 | 463 | * | | | | |
| Winterville Twp. | 2,952 | 3,487 | 3,822 | 3,595 | 4,635 | 5,412 | 11,091 | 5,679 | 104.9 |
| Winterville Town | 650 | 654 | 848 | 870 | 1,418 | 1,437* | 2,052* | 615 | 42.8 |
| Greenville City (pt) | | | | | | 951* | 3,745* | 2,794 | 293.8 |

Source: United States Department of Commerce, Bureau of the Census, North Carolina General Population Characteristics.

* Boundary Changes.

Table B.2

POPULATION BY AGE FOR PITT COUNTY

| Age Group | 1960 | 1970 | 1980 | Difference (+ or -) 1970-1980 | Percent Change |
|---|---|---|---|---|---|
| 0-4 | 8,368 | 5,933 | 6,131 | 198 | 3.3 |
| 5-9 | 8,728 | 6,692 | 6,255 | -437 | -6.5 |
| 10-14 | 8,089 | 7,507 | 6,653 | -854 | -11.4 |
| 15-19 | 7,170 | 9,860 | 10,506 | 646 | 6.6 |
| Total 0-19 | 32,355 | 29,992 | 29,545 | -447 | -1.5 |
| 20-24 | 5,248 | 8,964 | 13,589 | 4,625 | 51.6 |
| 25-29 | 4,069 | 4,395 | 8,435 | 4,040 | 91.9 |
| 30-34 | 4,175 | 3,870 | 6,598 | 2,728 | 70.5 |
| 35-39 | 4,376 | 3,715 | 4,784 | 1,069 | 28.8 |
| 40-44 | 4,127 | 4,076 | 4,065 | -11 | -0.3 |
| 45-49 | 3,761 | 4,060 | 3,936 | -124 | -3.1 |
| 50-54 | 3,147 | 3,714 | 4,064 | 350 | 9.4 |
| 55-59 | 2,570 | 3,132 | 3,891 | 759 | 24.2 |
| 60-64 | 1,967 | 2,746 | 3,516 | 770 | 28.0 |
| 65-69 | 1,672 | 2,137 | 2,966 | 829 | 38.8 |
| 70-74 | 1,165 | 1,398 | 2,093 | 695 | 49.7 |
| 75-79 | 740 | 860 | 1,395 | 535 | 62.2 |
| 80-84 | 381 | 488 | 735 | 247 | 50.6 |
| 85 and over | 189 | 353 | 534 | 181 | 51.3 |
| Total | 69,942 | 73,900 | 90,146 | 16,246 | 22.0 |

Source: United States Department of Commerce, Bureau of the Census, North Carolina Population Characteristics.

Table B.3

POPULATION BY AGE FOR GREENVILLE CITY

| Age Group | 1970[a] | 1980[b] | Difference (+ or -) 1970-1980 | Percent Change |
|---|---|---|---|---|
| 0-4 | 1,954 | 1,844 | -110 | -5.6 |
| 5-9 | 2,203 | 1,974 | -229 | -10.4 |
| 10-14 | 2,267 | 2,007 | -260 | -11.5 |
| 15-19 | 4,853 | 5,482 | +629 | 13.0 |
| Total 0-19 | 11,277 | 11,306 | +30 | 0.3 |
| 20-24 | 5,276 | 8,037 | +2,761 | 52.3 |
| 25-29 | 1,732 | 3,290 | +1,558 | 90.0 |
| 30-34 | 1,368 | 2,315 | +947 | 69.2 |
| 35-39 | 1,386 | 2,905 | -33 | -1.1 |
| 40-44 | 1,486 | | | |
| 45-49 | 1,419 | 2,800 | -71 | -2.6 |
| 50-54 | 1,310 | | | |
| 55-59 | 984 | 1,251 | +267 | 27.1 |
| 60-64 | 968 | 1,176 | +208 | 21.5 |
| 65-69 | 735 | 1,625 | -399 | -32.5 |
| 70-74 | 491 | | | |
| 75-79 | 296 | 823 | -338 | -69.7 |
| 80-84 | 189 | | | |
| 85 and over | 146 | 179 | +33 | +22.6 |
| Grand Total | 29,063 | 35,740 | +6,677 | +23.0 |

[a] 1970 Census of Population and Housing. Characteristics of the Population: North Carolina. March 1973.

[b] 1980 Census of Population and Housing. Advance Estimates of Social Economics and Housing Characteristics: North Carolina. PHC80-52-35. January 1983.

Table B.4

BIRTHS AND DEATHS FOR PITT COUNTY

| Year | Births | Birth Rate* | % of Change from Previous Year | Deaths | Death Rate* |
|---|---|---|---|---|---|
| 1966 | 1,352 | 18.3 | -2.0 | 625 | 8.5 |
| 1967 | 1,358 | 18.3 | +0.4 | 562 | 7.6 |
| 1968 | 1,326 | 17.7 | -2.4 | 700 | 9.3 |
| 1969 | 1,414 | 18.7 | +6.6 | 693 | 9.2 |
| 1970 | 1,399 | 18.9 | -1.1 | 672 | 9.1 |
| 1971 | 1,320 | 17.7 | -5.6 | 643 | 8.6 |
| 1972 | 1,174 | 15.7 | -11.1 | 720 | 9.6 |
| 1973 | 1,157 | 15.4 | -1.4 | 711 | 9.5 |
| 1974 | 1,273 | 17.1 | +10.0 | 685 | 9.2 |
| 1975 | 1,224 | 15.6 | -3.8 | 670 | 8.6 |
| 1976 | 1,216 | 15.3 | -0.7 | 663 | 8.3 |
| 1977 | 1,309 | 16.4 | +7.6 | 681 | 8.5 |
| 1978 | 1,346 | 16.5 | +2.8 | 630 | 7.7 |
| 1979 | 1,313 | 16.1 | -2.5 | 688 | 8.4 |
| 1980 | 1,316 | 15.7 | +0.2 | 666 | 8.0 |

* Births or deaths per 1,000 population.

Source: State Board of Health, Vital Statistics.

Table B.5

BIRTHS AND DEATHS FOR GREENVILLE CITY

| Year | Births | Birth Rate* | % of Change from Previous Year | Deaths | Death Rate* |
|---|---|---|---|---|---|
| 1966 | 457 | 17.1 | +2 5 | 233 | 8.7 |
| 1967 | 473 | 17.3 | +3.5 | 190 | 7.0 |
| 1968 | 480 | 17.2 | +1.5 | 224 | 8.0 |
| 1969 | 531 | 18.6 | +10.6 | 234 | 8.2 |
| 1970 | 500 | 17.2 | -5.8 | 257 | 8.8 |
| 1971 | 463 | 15.5 | -7.4 | 221 | 7.4 |
| 1972 | 404 | 13.3 | -12.7 | 235 | 7.7 |
| 1973 | 360 | 11.9 | -10.9 | 245 | 8.1 |
| 1974 | 395 | 12.8 | +9.7 | 232 | 7.5 |
| 1975 | 364 | ** | -7.8 | 206 | ** |
| 1976 | 330 | ** | -9.3 | 246 | ** |
| 1977 | 408 | ** | +23.6 | 259 | ** |
| 1978 | 444 | ** | +8.8 | 210 | ** |
| 1979 | 399 | ** | -10.1 | 220 | ** |
| 1980 | 430 | ** | +7.7 | 245 | ** |

* Births or deaths per 1,000 population.

** Because of the problem of annexation and the effect this has had on the age-race-sex distribution of a city's population, population-based rates for cities have been discontinued.

Source: State Board of Health, Vital Statistics.

Table B.6

APPRAISED VALUATION PER ADM FOR PITT COUNTY AND SURROUNDING COUNTIES, 1981-82

| County | Date of Revaluation | ADM | Appraised Valuation of Taxable Property | Appraised Valuation Per ADM |
|---|---|---|---|---|
| Pitt County | 1981 | 16,182 | 2,127,615,151 | 131,480 |
| Beaufort County | 1978 | 8,440 | 962,965,996 | 114,095 |
| Washington City | | 3,905 | 353,148,740 | 90,435 |
| Craven County | 1978 | 12,762 | 845,010,021 | 66,213 |
| Edgecombe County | 1977 | 12,469 | 762,322,123 | 61,137 |
| Tarboro City | | 3,185 | 298,323,227 | 93,665 |
| Rocky Mt. (pt) | | 3,530 | 123,203,315 | 34,902 |
| Greene County | 1981 | 3,100 | 270,925,344 | 87,395 |
| Lenoir County | 1981 | 11,491 | 1,286,630,466 | 111,969 |
| Kinston City | | 4,931 | 448,635,994 | 90,983 |
| Martin County | 1977 | 5,652 | 537,032,183 | 95,016 |
| Wilson County | 1976 | 12,882 | 1,012,171,971 | 78,573 |
| North Carolina | | 1,102,951 | 111,409,529,181 | 101,010 |

Note: County data includes entire county. City and county administrative units which levy a special school district tax are indented.

Source: North Carolina Department of Revenue, Tax Research Division and North Carolina Department of Education, Division of Statistical Services.

Table B.7

SELECTED LIBRARY DATA FOR PITT COUNTY, 1982-83

| School | Number of Librarians | Number of Certified |
|---|---|---|
| A. G. Cox | 1 | 1 |
| Ayden Elem. | 1 | 1 |
| Ayden Grammar | 1 | 1 |
| Ayden-Grifton | 1 | 1 |
| Belvoir Primary | 1 | 1 |
| Bethel Elem. | 1 | 1 |
| Chicod | 1 | 1 |
| D. H. Conley | 1 | 1 |
| Falkland | 1 | 1 |
| Farmville Middle | 1 | 1 |
| Farmville Central | 1 | 1 |
| Grifton | 1 | 1 |
| G. R. Whitfield | 1 | 1 |
| H. B. Sugg | 1 | 1 |
| North Pitt | 1 | 1 |
| Pactolus | 1 | 1 |
| W. H. Robinson | 1 | 1 |
| Sam D. Bundy Elem. | 1 | 1 |
| Stokes Elem. | 1 | 1 |
| Wellcome Middle | 1 | 1 |
| Total | 21 | 21 |

Source: Local Administrative Unit.

Table B.8

SELECTED LIBRARY DATA FOR GREENVILLE CITY, 1982-83

| School | Number of Librarians | Number of Certified |
|---|---|---|
| Agnes Fullilove | 1 | 1 |
| Eastern | 1 | 1 |
| E. B. Aycock, Jr. | 1 | 1 |
| Elmhurst | 1 | 1 |
| J. H. Rose, Sr. | 2 | 2 |
| Sadie Saulter | 1 | 1 |
| South Greenville | 1 | 1 |
| Wahl-Coates | 1 | 1 |
| Total | 9 | 9 |

Source: Local Administrative Unit.

Table B.9

PITT COUNTY OCCUPATIONAL EDUCATION ENROLLMENT, 1982-83

GRADES 7-8

| Occupational Enrollment[a] | Percent Enrolled in Occupational Courses[b] |
|---|---|
| 1670 | 54.9% |

GRADES 9-12[c]

| | Occupational Enrollment | Percent Enrolled in Occupational Programs | Number in Work/Study Program[d] | Percent in Work/Study Program | Number of Schools Offering Programs |
|---|---|---|---|---|---|
| Agriculture Education (Do not have an Agriculture Program) | 226 | 6.6 | | | 3 |
| Distributive Education | 125 | 3.7 | 53 | 1.55 | 2 |
| Health Occupation | | | | | |
| Consumer/Homemaker | 508 | 14.8 | 4 | | 4 |
| Occupational Home Economics | 171 | 5.0 | 30 | 0.88 | 4 |
| Office Education | 1,023 | 29.9 | | | 4 |
| Trade and Industrial Education | 760 | 22.2 | | | 4 |
| Special Occupation Courses | 64 | 1.87 | | | 1 |
| Total 9-12 | 2,877 | 84.1 | 83 | 2.43 | 4 |

[a] Duplicated count (i.e., students may be enrolled in more than one program).

[b] Duplicated count.

[c] Total enrollment based on eighth month figures, 1982-83 school year.

[d] Co-operative Vocational Education.

SOURCE: Local Administrative Unit.

Table B.10

GREENVILLE CITY OCCUPATIONAL EDUCATION ENROLLMENT, 1982-83
FIRST SEMESTER (1982-83 SCHOOL YEAR)

GRADES 7-9

| Occupational Enrollment[a] | Percent Enrolled in Occupational Courses[b] |
|---|---|
| 641 | 53% |

GRADES 10-12[c]

| | Occupational Enrollment | Percent Enrolled in Occupational Programs | Number in Work/Study Program[d] | Percent in Work/Study Program | Number of Schools Offering Programs |
|---|---|---|---|---|---|
| Agriculture Education (Do not have an Agriculture Program) | | | | | |
| Distributive Education | 95 | 7.9 | 31 | 0.03 | 1 |
| Health Occupation | 45 | 3.7 | 0 | 0.02 | 1 |
| Consumer/Homemaker | 215 | 17.9 | | | 2 |
| Occupational Home Economics | 56 | 4.7 | 23 | 0.02 | 2 |
| Office Education | 252 | 21.0 | 25 | 0.02 | 1 |
| Trade and Industrial Education | 204 | 17.0 | 74 | 0.07 | 2 |
| Industrial Arts | 129 | 10.7 | | | 2 |
| Total 10-12 | 996 | 82.8 | 153 | 0.13 | 7 |

[a] Duplicated count (i.e., students may be enrolled in more than one program).

[b] Duplicated count.

[c] Total enrollment based on sixth month figures, 1982-83 school year.

[d] Co-operative Vocational Education.

SOURCE: Local Administrative Unit.

Table B.11

NUMBER OF BUSES AND PUPILS FOR PITT COUNTY, 1982-83

| School | Number of Buses | Number of Trips | Number of Pupils | |
|---|---|---|---|---|
| | | | Elementary | Secondary |
| A. G. Cox | 21 | 42 | 666 | |
| Ayden Elementary | 6 | 14 | 256 | |
| Ayden Grammar | | | 137 | |
| Ayden-Grifton | 11 | 11 | | 272 |
| Belvoir | 9 | 10 | 407 | |
| Bethel Elementary | 6 | 10 | 317 | |
| Chicod | 10 | 11 | 490 | |
| D. H. Conley | 17 | 17 | | 503 |
| Falkland Gra[illegible] | 4 | 5 | 128 | |
| Farmville Middle | | | 410 | |
| Farmville Central | 27 | 77 | | 376 |
| Grifton | 5 | 5 | 194 | |
| G. R. Whitfield | 9 | 10 | 468 | |
| H. B. Sugg | | | 224 | |
| North Pitt | 18 | 18 | | 568 |
| Pactolus | 6 | 7 | 286 | |
| W. H. Robinson | | | 434 | |
| Sam D. Bundy Elem. | | | 321 | |
| Stokes Elementary | 5 | 6 | 223 | |
| Wellcome Middle | 10 | 11 | 374 | |
| Special Education | 4 | 24 | 52 | 13 |
| Total | 168 | 278 | 5,387 | 1,732 |
| Total (Elem. & H.S.) | | | | 7,119 |
| Average Number Pupils Per Trip | | | | 25.6 |

Source: Local Administrative Unit.

Table B.12

NUMBER OF BUSES AND PUPILS FOR GREENVILLE CITY, 1982-83

| School | Number of Buses | Number of Trips | Number of Pupils | |
|---|---|---|---|---|
| | | | Elementary | Secondary |
| Greenville Middle | - | - | 268 | - |
| Eastern | - | - | 286 | - |
| E. B. Aycock, Jr. | - | - | - | 545 |
| Elmhurst | - | - | 269 | - |
| J. H. Rose, Sr. | 31 | 93 | - | 478 |
| Sadie Saulter | - | - | 234 | - |
| South Greenville | - | - | 342 | - |
| Third Street | - | - | 175 | - |
| Wahl-Coates | - | - | 350 | - |
| Extended Day School Agnes Fullilove | - | - | - | 2 |
| Sheltered Workshop | - | - | - | 0 |
| Total | 31 | 93 | 1,924 | 1,025 |
| Total (Elem. and H. S.) | - | - | - | 2,949 |
| Average Number Pupils Per Trip | - | - | - | 31.67 |

Source: Local Administrative Unit

Table B-13

PER PUPIL EXPENDITURES FOR INSTRUCTIONAL SUPPLIES, LIBRARY BOOKS, AND TEXTBOOKS FROM LOCAL AND FEDERAL SOURCES FOR GREENVILLE CITY, 1982-83

| | Per Pupil Expenditures | | |
|---|---|---|---|
| | 1980-81 | 1981-82 | 1982-83 |
| Instructional Supplies | 19.44 | 18.00 | 27.61 |
| Library Books | 6.91 | 10.01** | 7.01 |
| Textbooks | 1.24 | 1.24 | 1.77 |
| Total | 27.58 | 29.25 | 36.39 |

Source: Local Administative Unit and State Board of Education, Management Information Systems, "Financial Report North Carolina Public Schools."

*Based on an ADM of Student fees are not included.

**High because of a one-time special local grant.

Table B.14

PER PUPIL EXPENDITURES FOR INSTRUCTIONAL SUPPLIES, LIBRARY BOOKS, AND TEXTBOOKS FROM LOCAL AND FEDERAL SOURCES FOR PITT COUNTY, 1982-83

| | Per Pupil Expenditures | | |
|---|---|---|---|
| | 1980-81 | 1981-82 | 1982-83 |
| Instructional Supplies (624.1 & 624.2) | $26.45 | $25.37 | $22.82 |
| Library Books (683.1, 662.1, & 662.2) | 3.48 | 3.86 | 3.85 |
| Textbooks | | | |
| Total | 29.93 | 29.23 | 62.67 |

Source: Local Administative Unit.

* Based on an ADM of 11,500 in 198--81; 11,412 in 1981-82; and 11,004 in 1982-83. Student fees are not included.

Table B-15

CURRENT EXPENSE EXPENDITURES AND PER PUPIL COST FOR PITT COUNTY

| SOURCE OF FUNDS | AMOUNTS EXPENDED AND PER PUPIL COST (PPC) | | | | |
|---|---|---|---|---|---|
| | 1977-78 | 1978-79 | 1979-80 | 1980-81 | 1981-82 |
| ADM | 11,453 | 11,319 | 11,388 | 11,327 | 11,329 |
| State | $ 9,970,857.44 | $ 10,962,584.37 | $ 12,067,991.70 | $ 14,356,297.37 | $ 14,963,149.58 |
| PPC | 870.58 | 968.51 | 1,059.70 | 1,267.44 | 1,320.79 |
| Federal | 2,796,799.73 | 2,911,748.67 | 3,535,187.02 | 3,898,894.30 | 3,473,855.91 |
| PPC | 244.20 | 257.25 | 310.43 | 344.20 | 306.63 |
| Local | 3,575,714.42 | 4,277,438.45 | 4,811,983.67 | 5,507,222.48 | 5,595,459.35 |
| PPC | 312.21 | 377.90 | 422.54 | 486.21 | 493.91 |
| Total Expenditures | 16,343,371.59 | 18,151,711.49 | 20,415,162.39 | 23,762,414.15 | 24,032,464.84 |
| Total PPC | 1,426.99 | 1,603.66 | 1,792.67 | 2,097.85 | 2,121.33 |

SOURCE: State Board of Education, Management Information Systems, Current Expense Disbursements by Source of Funds.

Table B-16

CURRENT EXPENSE EXPENDITURES AND PER PUPIL COST FOR GREENVILLE CITY

| SOURCE OF FUNDS | AMOUNTS EXPENDED AND PER PUPIL COST (PPC) | | | | |
|---|---|---|---|---|---|
| | 1977-78 | 1978-79 | 1979-80 | 1980-81 | 1981-82 |
| ADM | 5,264 | 5,153 | 5,090 | 4,953 | 4,853 |
| State | $ 4,541,753.05 | $ 4,943,436.42 | $ 5,430,045.63 | $ 6,332,367.58 | $ 6,501,673.09 |
| PPC | 860.79 | 959.33 | 1,066.81 | 1,278.50 | 1,339.71 |
| Federal | 1,069,508.72 | 1,234,749.04 | 1,440,289.57 | 1,806,648.34 | 1,458,469.03 |
| PPC | 203.17 | 239.61 | 282.97 | 364.76 | 300.53 |
| Local | 1,920,154.34 | 2,142,985.40 | 2,257,845.74 | 2,353,317.56 | 2,625,008.36 |
| PPC | 364.78 | 415.87 | 443.57 | 475.13 | 540.90 |
| Total Expenditures | 7,531,416.11 | 8,321,170.86 | 9,128,180.94 | 10,492,333.39 | 10,585,150.48 |
| Total PPC | 1,430.74 | 1,614.81 | 1,793.35 | 2,118.39 | 2,181.14 |

SOURCE: State Board of Education, Management Information Systems, Current Expense Disbursements by Source of Funds.

Table B.17

SPECIAL FUNDS FOR PITT COUNTY

| Source | Fund | Amount |
|---|---|---|
| | Capital Outlay | |
| Local | Annual Capital Outlay | $ 407,920.03 |
| Local | Capital Reserve Fund | 181,326.95 |
| State | 1963 State Bond Fund (unallocated) | |
| State | 1973 State Bond Fund (unallocated) | |
| Federal | Public Law 815 | |
| | Current Expense | |
| Local | Current Expense | 6,624,217.00 |
| Local | School Food Service | 2,254,346.00 |
| State | State Public School Fund | 8,779,015.51 |
| Federal | Public Law 874 | 35,000.00 |

Source: Local Administrative Unit.

Table B.18

SPECIAL FUNDS FOR GREENVILLE CITY, 1982-83

| Source | Fund | Amount |
|---|---|---|
| | Capital Outlay | |
| Local | Annual Capital Outlay | $ 319,749.93 |
| Local | Capital Reserve Fund | |
| State | 1963 State Bond Fund (unallocated) | |
| State | 1973 State Bond Fund (unallocated) | |
| State | State Literary Fund | |
| Federal | Public Law 815 | |
| | Current Expense | |
| Local | Current Expense | 3,120,743.61 |
| Local | Public School Fund | 5,798,346.00 |
| Federal | Project ESEA, I, VI-D, IV-C, VI-B, IV-B | 954,227.96 |
| Federal | Public Law 874 | 14,000.00 |

Source: Local Administrative Unit.

Table B.19

TOTAL COUNTY PROPERTY TAXES LEVIED FOR SELECTED FISCAL YEARS FOR PITT COUNTY

| | 1977-78 | 1978-79 | 1979-80 | 1980-81 | 1981-82 |
|---|---|---|---|---|---|
| Total Tax Rate | $ .92 | $ .95 | $ .95 | $ 1.03 | $ .54 |
| Total Amount of Appraised Valuation | 930,006,402 | 993,391,171 | 1,067,177,909 | 1,124,384,260 | 2,127,615,151 |
| Total Levy for all Purposes | 8,556,059 | 9,437,216 | 10,138,190 | 11,581,158 | 11,489,122 |

SOURCE: North Carolina Department of Revenue, Division of Tax Research.

Table B.20

LOCAL SALARY SUPPLEMENTS PAID TEACHERS
IN PITT AND GREENVILLE, 1982-83

| UNIT | A-0 | G-14 |
|---|---|---|
| Pitt County | $191.52 | $300.96 |
| Greenville City | 180.00 | 297.00 |

Source: Local Administrative Unit.

Table B.21

LOCALLY PAID PROFESSIONAL STAFF IN PITT, GREENVILLE, AND SURROUNDING UNITS, 1981-82

| UNIT | LOCALLY PAID PROFESSIONAL STAFF | PERCENT OF TOTAL PROFESSIONAL STAFF PAID LOCALLY |
|---|---|---|
| Pitt | 71.77 | 9.87 |
| Greenville | 34.99 | 10.89 |
| Beaufort | 3.50 | 1.32 |
| Washington City | 10.74 | 4.68 |
| Craven | 27.91 | 3.74 |
| Edgecombe | 5.50 | 1.57 |
| Tarboro | 11.50 | 6.08 |
| Greene | 19.25 | 8.89 |
| Lenoir | 16.10 | 3.98 |
| Kinston | 38.25 | 11.70 |
| Martin | 45.80 | 12.40 |
| Wilson | 52.00 | 6.86 |
| North Carolina | 5,004.37 | 7.58 |

Source: N.C. Department of Public Education, Information Systems Division, "Teacher Certification Professional Personal" file, 1981-82.

Table B.22

LOCAL FEES CHARGED TO PUPILS IN PITT COUNTY, 1982-83

| Type of Fee | Elementary School Fees | | Junior High Fees | | High School Fees | |
|---|---|---|---|---|---|---|
| | Number | Amount | Number | Amount | Number | Amount |
| Grade-Subject and Special Charge to All Pupils | 1 | 7.00 | 1 | 3.00 | 1 | 3.00 |
| Instructional Supplies | | | 1 | 1.50 | 1 | 3.00 |
| Vocational Education | | | | | 3 | 3.00-6.00 |
| Business Education | | | | | 1 | 7.50-15.00 |
| Science | | | | | 1 | 3.00 |
| Art and Music (Band) | | | | | 2 | 3.00-10.00 |
| Activities (Gym) and Clubs | | | | | 2 | 1.00-7.00 |
| General courses | | | | | 1 | 3.00 |
| Miscellaneous | | | | | 3 | 5.75-32.00 |

Source: Local Administrative Unit (1982-83 Student-Parent Handbook, Ayden-Grifton High School, and Grifton K-8 Elementary School).

Table B.23

LOCAL FEES CHARGED TO PUPILS IN GREENVILLE CITY

| TYPE OF FEE | ELEMENTARY SCHOOL FEES Grades K-7 | | HIGH SCHOOL FEES (Grades 8-12) | |
|---|---|---|---|---|
| | NO. | AMOUNT | NO. | AMOUNT |
| Grade-Subject and Special Charge to All Pupils | | | | |
| Instructional Supplies | 1 | 5.00 | 1 | 7.50 |
| Vocational Education | | | | |
| Business Education | | | | |
| Science | | | | |
| Art and Music | | | | |
| Activities and Clubs | | | | |
| General courses | | | | |
| Miscellaneous | | | | |

Source: Local Administrative Unit.

Table B.24

BONDING CAPACITY AND BONDED INDEBTEDNESS
FOR PITT COUNTY, APRIL 1983

| Date of Last Reevaluation | 1981 |
|---|---|
| Valuation | $ 2,127,615,151 |
| Legal Maximum Bonding Capacity at 8% of Appraised Valuation | 170,209,212 |
| Bonded Indebtedness | 11,587,587 * |
| Present Bonding Capacity | 158,621,625 |

* Bonds for school facility construction - $3,752,587

Source: North Carolina Department of State Treasurer, Local Government Commission. North Carolina Revenue Department, Division of Tax Research.

Appendix C

Summary Description of 1982-83 School System Functions:
School Facilities, Properties, and Capitol Outlay

Appendix C

## Summary Description of 1982-83 School System Functions: School Facilities, Properties, and Capitol Outlay

### A. School Facilities

Table C.1 (for Greenville City schools) and Table C.2 (for Pitt County schools) provide a summary description of each school facility in the two systems. The "building category" designations are based on such factors as age, design adequacy, life expectancy, feasibility of renovation, and mechanical adequacy. The five categories (I for excellent, II for very good, III for good, IV for fair, and V for poor) follow the definitions used in the 1977-78 Planning Data report.

The numbers of permanent teaching stations listed in the tables include all teaching stations in permanent buildings regardless of the condition or life expectancy of the buildings. Temporary teaching stations are defined as mobile units. Three classifications of indoor play area are included. "Gym" indicates that the school has a gymnasium or indoor play area that may be used for that purpose alone. "Yes" indicates an indoor play area that must also be used as an auditorium or lunch room. "No" indicates either the lack of any indoor play area or a play area that also must be used for both an auditorium and lunch area.

The "percent adequacy" calculations for library and cafeteria and "optimum capacity" calculations for schools follow the guidelines listed in the 1977-78 Planning Data report. That is, 4 square feet per optimum capacity students is suggested for libraries/media centers, and 3.5 (for elementary schools) or 4.2 (for secondary schools) per optimum capacity student is suggested for cafeterias. Optimum school capacity for elementary schools is computed as 25 students x number of permanent teaching stations. Optimum capacity for secondary schools is computed as 22.5 students x number of permanent teaching stations (including one teaching station for each shop or specialized area such as art, music, home economics, or laboratory) plus one for each auditorium and two for each gymnasium.

"Recommended minimum acreage" is computed as 10 acres plus one acre for every 100 pupils (for elementary schools), 20 acres for every 100

pupils (for junior high schools), and 30 acres plus one acre for every 100 pupils (for high schools). "Actual acreage" was taken from plot plans for the individual schools.

Greenville City Schools, Summary

One hundred ninety-five (82 percent) of the 237 classrooms in the Greenville City system are suitable for long-term (15-30 years plus) use. Another 30 classrooms (13 percent) are suitable for medium-term (10 years plus) use; these are the Third Street School and one-third of the Rose High School classrooms. The 12 classrooms (5 percent) at Fullilove are in "phase-out" condition. Three schools have considerably less than the minimum recommended acreage. These are: Sadie Saulters, 36 percent; J. H. Rose, 46 percent; and Fullilove, 18 percent.

Pitt County Schools, Summary

Two hundred thirty-seven (52 percent) of the present 457 classrooms in the Pitt County system are suitable for long-term (15-30 years plus) use. One hundred thirty-one (29 percent) are suitable for medium-range (10 years plus) use. The remaining 89 classrooms (19 percent) are either in "phase-out" condition or suitable for only short-term (5 years plus) use. Upon completion of the new Ayden Middle School and closing of the old school, 15 of these 89 fair or poor condition classrooms will be replaced with 28 new classrooms. With the exception of the Ayden Middle School, the high school and middle school facilities generally are in excellent condition. Particular problem areas with the elementary schools are Chicod and Sugg. Both of these facilities are in only fair to poor condition. In addition, the Sugg site contains less than half of the minimum recommended acreage. While a number of schools have insufficient acreage, 4 schools (in addition to Sugg and soon-to-be-closed Ayden Middle) have considerably less than minimum acreage. These are: Whitfield, 65 percent of minimum; Poctolus, 57 percent; Bundy, 48 percent; and Robinson, 64 percent.

B. Properties

School system properties other than school facilities are as follows:

Greenville City Schools

-- Administration Building. Approximately 3,500 sq. ft. two-story former residence. 1.44 acre site.

-- Maintenance Building. Approximately 5,500 sq. ft. used for maintenance and dry and freezer storage. On Third Street School campus.

Pitt County Schools

-- Pitt County Garage. Approximately 10,000 sq. ft. building on 15 acre site.

-- Maintenance buildings. Four buildings with a total of 20,933 sq. ft. used for maintenance and dry and freezer storage. On Cox Elementary School campus.

C. Capital Outlay

Details of the following capital outlay needs are provided in the Greenville City School System's Summary of School Facility Needs, 1978-79 and in the Pitt County School System's School Facility Needs, January 14, 1983.

- o Building needs relative to new classroom space.
- o Building needs relatative to replacement of temporary classroom space.
- o Building needs relative to replacement of inadequate classroom spaces.
- o Specific needs for buildings to meet support services.
- o Site improvement needs (paving, curb and gutter, drainage).

Attachments 1 and 2 summarize the two reports on these capital outlay needs.

Other capital outlay concerns (e.g., methods and procedures for replacing furniture in the school; procedures for maintaining school equipment [mimeographs, duplicators, copiers, off-sets, printers]; methods and procedures for replacing and maintaining vehicles [central office, maintenance, initial purchase of school buses]) are essentially identical for both school systems.

Significance Differences

When considered in relationship to the sizes of the systems, no major differences appear to exist in the school facilities, properties, and capital outlay needs. While the total funds needed by the county to improve

existing school facilities is greater, the proportional amount is about the same for county and city. For example, the present average life expectancy of the teaching stations in the county system is 18.8 plus years as compared with 16.4 years in the city system. However, this does not account for new facilities that may be required by the county system to handle current over utilization and near-future and long-term increased enrollment. The greater need of the county system for additional facilities undoubtedly is a significant factor.

Summary Statement

Both systems must, in the near-future, make commitments regarding additions, replacement, updating, and repairs to facilities. While merger of the two systems likely would have no adverse effects on facility improvement, possible economies are seen as a distinct possibility.

Table C.1

Summary of School Facility Description, Greenville City Schools

| School Name | Building Description | Building Category | | | | | Teaching Stations | | Indoor Play Area | % adequate | | Optimal Capacity | Recomm. Minimum Acreage | Actual Acreage |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | I | II | III | IV | V | Perm | Temp | | Library | Cafet. | | | |
| Eastern | All Facilities | | X | | | | 16 | 3 | Yes | 100 | 100 | 400 | 14 | 15 |
| Elmhurst | All Facilities | | X | | | | 18 | 2 | No | 100 | 100 | 450 | 14.5 | 19.1 |
| Sadie Saulter | All Facilities | | X | | | | 16 | 3 | No | 100 | 100 | 400 | 14 | 5.1 |
| South Greenville | All Facilities | | X | | | | 23 | 3 | No | 71 | 100 | 575 | 15.8 | 11.3 |
| Third Street | All Facilities | | | X | | | 12 | 2 | No | 47 | 47 | 300 | 13 | 11.9 |
| Wahl-Coates[1] | All Facilities | X | | | | | 22[2] | 0 | Yes | 100 | 100 | 550 | 15.5 | 17.3 |
| E. B. Aycock | All Facilities | | X | | | | 44 | [illegible] | Gym | 100 | 100 | 1057 | 30.6 | 23.2 |
| Greenville Middle | All Facilities | X | | | | | 20 | 2 | No | 100 | 100 | 472 | 24.7 | 30.2 |
| J. H. Rose | Bldgs.2,3,4,5, 6, and 8 | | | X | | | 18 | 0 | Gym | 66 | 100 | 1282 | 42.8 | 19.8 |
| | All Other | | X | | | | 36 | | | | | | | |
| Fullilove | Cafeteria | | | X | | | - | 1 | No | 57 | 100 | 300 | 13 | 2.3 |
| | All Other | | | | | X | 12 | | | | | | | |

[1] Owned and maintained by ECU.
[2] Plus 5 special rooms.

Table C.2

Summary of School Facility Description, Pitt County Schools

| School Name | Building Description | Building Category | | | | | Teaching Stations | | Indoor Play Area | % adequate | | Optimal Capacity | Recomm. Minimum Acreage | Actual Acreage |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | I | II | III | IV | V | Perm | Temp | | Library | Cafet. | | | |
| A. G. Cox | Cafeteria | X | | | | | 8 | 9 | Gym | 74 | 100 | 650 | 16.5 | 12 |
| | TMR and Shop | | | | | X | - | | | | | | | |
| | All other | | | X | | | 18 | | | | | | | |
| Ayden Elem. | All Facilities | | X | | | | 19 | 4 | No | 85 | 100 | 475 | 14.8 | 20.1 |
| Ayden Middle[1] | Auditorium | | | | X | | 15 | 3 | Gym | 60 | 100 | 405 | 24 | 7.2 |
| | Cafeteria | | X | | | | - | | | | | | | |
| | All Other | | | | | X | - | | | | | | | |
| Ayden Middle[2] | All Facilities | X | | | | | 28 | 0 | Yes | 100 | 100 | 675 | 26.8 | 32 |
| Belvoir | Media Center | X | | | | | 4 | 2 | Yes | 100 | 100 | 425 | 14.3 | 10 |
| | All Other | | | X | | | 13 | | | | | | | |
| Bethel | Gymnasium | | | X | | | 6 | 0 | Gym | 75 | 100 | 650 | 16.5 | 12.3 |
| | Media Ctr./Cafeteria | X | | | | | 12 | | | | | | | |
| | All Other | | | | | X | 8 | | | | | | | |
| Chicod | Shop, Voc. Expl. | | | | | X | - | 1 | Yes | 95 | 64[3] | 575 | 15.8 | 13.5 |
| | All Other | | | | X | | 23 | | | | | | | |
| Falkland | All Facilities | | | X | | | 13 | 0 | No | 100 | 00 | 325 | 13.3 | 13.7 |
| Grifton | Media Ctr.,Gym., Caf. | | X | | | | 12 | 0 | Gym | 69 | 100 | 500 | 15 | 13 |
| | Auditorium, Shop | | | | | X | - | | | | | | | |
| | All Other | | | X | | | 8 | | | | | | | |

(continued)

[1] To be sold when new school is complete.

[2] To open in Fall of 1984.

[3] New 100 percent adequate cafeteria is being built.

Table C.2 (continued)

| School Name | Building Description | Building Category I | II | III | IV | V | Teaching Stations Perm | Temp | Indoor Play Area | % adequate Library | Cafet. | Optimal Capacity | Recomm. Minimum Acreage | Actual Acreage |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Whitfield | Bldgs. 2,3, and 4 | | | | | X | 9 | 0 | Yes | 66 | 100 | 700 | 17 | 11.1 |
| | Cafeteria | X | | | | | 2 | | | | | | | |
| | Multi-purpose | | | X | | | 17 | | | | | | | |
| Sugg | Home Ec. | | | | | X | 1 | 0 | Yes | 61 | 100 | 675 | 18 | 8.1 |
| | All Other | | | | X | | 26 | | | | | | | |
| Pactolus | Media Ctr., Aud. | | | X | | | 12 | 0 | No | 83 | 87 | 350 | 13.5 | 7.7 |
| | Other | | | | | X | 2 | | | | | | | |
| Bundy | All Facilities | | | X | | | 18 | 7 | No | 100 | 100 | 450 | 14.5 | 7 |
| Stokes[4] | Media Center | | | X | | | 6 | 6 | Yes | 100 | 100 | 175 | 11.8 | 11 |
| | Cafeteria | | | | X | | - | | | | | | | |
| | Other | | | | | X | 1 | | | | | | | |
| Robinson | Media Center, Caf. | | | X | | | 20 | 2 | Yes | 73 | 100 | 600 | 16 | 10.3 |
| | Resource Center | | | | X | | - | | | | | | | |
| | Other | | | | X | | 4 | | | | | | | |
| Farmville Middle | All Facilities | X | | | | | 28 | 6 | Gym | 100 | 100 | 675 | 26.8 | 25 |
| Wellcome Middle | All Facilities | X | | | | | 27 | 0 | Yes | 100 | 100 | 652 | 26.5 | 26.3 |
| Stokes-Pactolus[5] | Gymnasium | | | | X | | None | 0 | Yes | No | No | N/A | N/A | 6.5 |
| | Agriculture | | | | | X | | | | | | | | |

(continued)

[4] May be moved to Stokes-Pactolus site.
[5] School closed.

Table C.2 (continued)

| School Name | Building Description | Building Category | | | | | Teaching Stations | | Indoor Play Area | % adequate | | Optimal Capacity | Recomm. Minimum Acreage | Actual Acreage |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | I | II | III | IV | V | Perm | Temp | | Library | Cafet. | | | |
| Farmville HS | All Facilities | X | | | | | 30 | 0 | Gym | 100 | 100 | 720 | 37.2 | 42.8 |
| Conley High | All Facilities | X | | | | | 36 | 12 | Gym | 100 | 100 | 855 | 38.6 | 40 |
| Ayden-Grifton | All Facilities | X | | | | | 30 | 0 | Gym | 100 | 100 | 720 | 37.2 | 30.8 |
| North Pitt | All Facilities | X | | | | | 29 | 16 | Gym | 100 | 100 | 697 | 37 | 46.5 |

Attachment 1

## SUMMARY OF SCHOOL FACILITY NEEDS
## 1978-79

The following is a summary of the estimated school facility needs for the Greenville City Schools Administrative Unit:

- o Replacement of temporary facilities $ 3,124,000.00
- o Replacement of obsolete facilities $ 1,200,000.00
- o Renovations of buildings which are suitable for long-range use. $ 1,515,000.00
- o New or renovated facilities for exceptional children $ 00.00
- o Accessibility for the handicapped $ 48,000.00
- o Renovations for energy conservation $ 325,500.00
- o New or renovated facilities for administration, maintenance, transportation and warehousing. $ 345,000.00
- o Other needs $ 2,100,000.00

Total $ 8,657,500.00

Superintendent [signature] Date December 15, 1978

Chairman [signature] Date December 15, 1978

Return by December 19, 1978 to:

Lacy M. Presnell, Jr., Director
Division of School Planning
State Department of Public Instruction
Raleigh, North Carolina 27611

Attachment 2

SUMMARY OF SCHOOL FACILITY NEEDS
PITT COUNTY
JANUARY 14, 1983

| | | |
|---|---|---|
| 1 | Replacement of temporary facilities | $ 2,950,000.00 |
| 2 | Replacement of obsolete facilities | 4,748,000.00 |
| 3 | Renovations of buildings which are suitable for long-range use | 2,195,000.00 |
| 4 | New or renovated facilities for exceptional children | 826,000.00 |
| 5 | Accessibility for the handicapped | 57,000.00 |
| 6 | Renovations for energy conservation | 1,765,000.00 |
| 7 | New or renovated facilities for administration, maintenance, transportation and warehousing | 550,000.00 |
| 8 | Other needs | 6,051,000.00 |
| | Total | $19,142,000.00 |

Appendix D

Summary Description of 1982-83 School Finances and Insurance

Appendix D

Summary Description of 1982-83 School Finances and Insurance

| Information Item | Pitt County | Greenville City |
|---|---|---|
| A. Financial Status and Procedures | State laws require that all current expense monies which are collected county-wide be distributed on a per-pupil basis between units. Since 1977, no supplemental levies have been imposed; thus, the county-wide levy results in basically the same per-pupil level of funding being available to both systems. | |
| | Current expense funds budgeted by item type. | Current expense funds allocaon a school basis. Principal decides distribution of funds. |
| Investment of Funds | Both systems invest available funds with local financial institutions. Funds are placed with the institution currently offering the best return (considering investment period and amount). | |
| Encumbrance Accounting Procedures | Essentially the same for both systems. | |
| Payroll Procedures | Essentially the same for both systems. | |
| Auditing Procedures | The same auditor, procedures, format, etc., are used by both systems. | |
| Individual School Financial Status and Procedures | Essentially the same for both systems. | |
| Fund Raising Procedures | Essentiallly the same for both systems. Must be individually approved for both systems. | |
| School Fees | Flat fee of $6.00-$7.75 that typically includes supplementary supplies, library, P.E., Music and Art, and workbooks. An additional fee, particularly at the high school level, is required according to assignment. The | Flat fee of $5.00 for grades K-7 and $7.50 for grades 8-12. Waiver of fees permitted. These are reimbursed to the school. |

- continued -

Summary Description of School Finances and Insurance (continued)

| Information Item | Pitt County | Greenville City |
|---|---|---|
| A. Financial (cont'd) | following are reasonably typical of additional high school fees. Industrial Arts ($3.00 per unit), Science ($3.00), Home Economics ($3.00), DE and DECA ($4.00), Typing ($15.00), Art ($3.00), and Student Parking Sticker ($.50). Other optional fees are for school insurance ($5.75-$32.00), locker rental ($1.50), gym suits ($2.00), I.D. cards ($2.00), band instrument rental ($10.00) and club fees ($1.00 and more). Waiver left up to individual school and not reimbursed. | |
| B. Insurance | | |
| Scholastic Insurance | Essentially the same for both systems. Both use the same insuror. | |
| Building and Conten Insurance | Essentially the same for both systems. | |
| | Insurance through State Division of Insurance. | Insurance through local insurance agency. |
| Liability Insurance | Essentially the same for both systems. | |
| | Insurance through State Division of Insurance. | Insurance through local insurance group. |

Significant Differences and Summary Statement

No significant differences in school finances and insurance exist between the two systems. While a minor difference is noted in school fee schedules, particularly at the high school level, this is not considered critical. Also, the use of different insurance agencies should not present a significant problem.

Appendix E

Summary Description of 1982-83 Personnel and Staffing

Appendix E

*Summary Description of 1982-83 Personnel and Staffing*

| Information Item | Pitt County | Greenville City |
|---|---|---|
| PERSONNEL | | |
| Policies for Recruitment/ Selection | Attempts to recruit and employ qualified personnel regardless of race or sex. | Has an affirmative action plan for professional and certified positions. |
| | Both systems recruit through letters, printed materials, brochures, and student teacher program. | |
| | Does not actively recruit on college campuses. | Actively recruits on college campuses. |
| | Application form lists procedures for applying. | |
| | Details such as sending and receiving applications, completing personnel file, and drawing contracts are handled by the central office under the direction of the Assistant Superintendent. | Central office personnel responsibility is divided among several people. For example, the Director of Federal Programs, with the assistance of school principals, is responsible for minority recruitment. |
| | Applications are screened and the more promising candidates are invited for a preliminary interview by a team of central office personnel and teachers. | Interviews are granted to all who request one. |
| | Principal interviews finalists and makes his/her recommendation to the Assistant Superintendent who recommends to Superintendent. | Principal interviews first and refers candidate to appropriate central office person for interview. Principal forwards his/her recommendation to the Superintendent. |
| Salary Schedules | The regular salary is based on the state salary schedule ranging from a minimum of $10,450 to a maximum of $20,610. | |
| Salary Supplements | Supplemental pay schedule for teachers ranges from $191.52 to $300.96, based on years of experience. Paid in two payments. | Supplemental pay schedule for teachers ranges from $180 to $297, based on years of experience. Paid in two payments. |
| | Administrative supplements range from $600 to $15,016. | Administrative supplements range from $480 to $4,500. |

- continued -

Summary Description of 1982-83 Personnel and Staffing (continued)

| Information Item | Pitt County | Greenville City |
|---|---|---|
| Extra-Curricular Compensation | All personnel assigned extra-curricular duties receive extra pay with the amounts varing with the nature of the assignment. | Not all personnel assigned to extracurricular duties receive extra pay. |
| | A portion of the amount is paid as travel. The remainder as salary. | |
| | Ranges based on years of experience are set for each assignment. | Amount to be paid for extra duty assignents is approved by the board. It is regarded as a separate contract. |
| Travel Payment Policy and Procedures | State statutory limitations on travel apply. | |
| | State cars are assigned to superintendent and key maintenance personnel. Other administrators may rent a state car. | State cars are assigned to superintendent and Director of School Food Service. |
| | A state car pool is available for central office personnel. | Central office personnel drive personal vehicles and may claim reimbursement up to the limit of their travel allotment. |
| | Teachers who travel within the district use their own cars and are reimbursed. | Most eachers assigned to two or more schools are scheduled for the full day in only one school and thus are not required to travel. |
| Pre, Current, Employment Record | Pre-employment files are assembled in the central office. | |
| | Applications of candidates who are not employed are maintained for one year. | |
| | Pre-employment data becomes a part of the current employment file for those who are employed. There are plans to separate the two. | If candidate is employed, the pre-employment file is sealed, labeled confidential and filed separately. |

- continued -

Summary Description of 1982-83 Personnel and Staffing (continued)

| Information Item | Pitt County | Greenville City |
|---|---|---|
| Pre, Current, and Post Employment Record (continued) | Current employer files are maintained in central office and filed by schools. | Current employee files are maintained by the superintendent. |
| | Inactive personnel files are maintained for one year. | Inactive personnel files are maintained indefinitely. |
| Leave Policies | Practice in regard to sick leave, petty leave, personal leave, or absence with or without pay are regulated by policy set by the State Department of Public Instruction. | |
| | In regard to maternity, the policy sets a limit of six weeks before and six weeks following delivery during which time the physician's statement is not required. | In regard to maternity, teachers use sick leave and may request an additional 20 days if such is recommended by her physician. |
| Transfer Policies | Teachers are assigned initially by the Board of Education. | |
| | Transfers may be made by the Board or the teacher may initiate a transfer. The transfer is granted if the principals of both the sending and receiving schools concur and the superintendent approves. | Transfers may be made subject to the approval of the superintendent, the appropriate director, and the appropriate principal. |
| Reduction in Force | RIF policy requires that:<br>-- normal attrition should be used first.<br>-- probationery teachers would be dismissed before career teachers. | RIF policy requires that personnel should be ranked beginning with:<br>-- Employees who have not met A certificate requirements.<br>-- Employees with special certificates.<br>-- Employees teaching out of field and showing insufficient progress toward full certification. |

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Summary Description of 1982-83 Personnel and Staffing (continued)

| Information Item | Pitt County | Greenville City |
|---|---|---|
| Reduction in Force (continued) | Should further reduction be required, personnel are grouped according to area of certification and evaluated according to a point system as follows: employee evaluation--+2 to -2; length of service--5 points per year up to 40 point maximum; school related responsibilities--up to 10 points; other factors. | Should further reduction be required, employees are grouped by position and certification and evaluated according to a point system as follows:* performance rating--25%; certification--25%; total length of serivce--25%; length of service in system--25%.<br>* Changes are planned in 83/84 and 84/85 which would assign increased weight to performance and less to the remaining three areas (83/84--40, 20, 20, 20) (84/85--55, 15, 15, 15) |
| Personnel Appraisal System | The performance appraisal system for teachers and principals is in accord with regulations established by the State Board of Education. | |
| | Evaluation of assistant principals, counselors, and media personnel is being piloted. | |
| | Evaluation is both formative and summative. | Evaluation is both formative and summative and each teacher must be observed at least twice during the year. |
| | Evaluation form lists key indicators under each function. | |
| | A formal evaluation system is used for employees in the following categories: non-teaching professional, maintenance, non-certified, teacher aides, cafeteria manager, cafeteria employees, custodial, secretarial, and transportation. | |

- continued -

Summary Description of 1982-83 Personnel and Staffing (continued)

| Information Item | Pitt County | Greenville City |
|---|---|---|
| Dismissal Policies and Procedures | Procedures are in accordance with those established in G-S 115C-325 (System of Employment for Public School Teachers). | |
| Substitute Teacher Procurement and Evaluation | At least one year of college is required. | At least two years of college are required. |
| | Candidates must apply. The board must approve. Successful candidates are placed on a list which is circulated to each school. The principal is responsible for obtaining substitute teachers from the list. Responsibilities of principal, regular teacher, and substitute teacher are specified. | |
| | | The regular teacher evaluates the substitute. The substitute evaluates his/her day. |

- continued -

Summary Description of 1982-83 Personnel and Staffing (continued)

| Information Item | Pitt County | Greenville City |
|---|---|---|
| STAFFING | | |
| Central Office Organization | Organizational chart indicates hierarchical pyramid structure. The administrative assistant, the associate superintendent, and the school finance officer report directly to the superintendent. The two assistant superintendents and auxiliary service personnel report to the associate superintendent. Principals report both to the associate superintendent and the two assistants.<br><br>A reorganizaton of the central office staff is planned for implementation on July 1, 1983. The plan will promote the two assistant superintendents to the associate level. | Organizational chart indicates flat pyramidal structure in which all subordinate positions at level of director (7) finance office (1) and principal (10) report directly to the superintendent. |
| School Staffing Ratios | State allocated personnel funds are determined in both systems by formulas which are primarily driven by Average Daily Membership (ADM)<br><br>Local funds allocated by the county commissioners are also distributed between units on a per pupil basis.<br><br>Thus the amount of funds available to each system for employment of professional personnel is basically the same in relation to the size of the district although the manner in which each district allocates the funds may cause slight variations. | |
| | The sytemwide ratio of professional personnel (708) to students (11,386) is 1 to 16.1. Ratios of professional staff to pupils at the school level range from 14.4 (Ayden Middle) to 19.6 (Robinson). | The systemwide ratio of professional personnel (338) to students (4,853) is 1 to 14.3. Ratios of professional staff to pupils at the school level (excluding Agnes Fullilove) is from 13.0 (J. H. Rose) to 18.8 (Sadie Saulter). |

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Summary Description of 1982-83 Personnel and Staffing (continued)

| Information Item | Pitt County | Greenville City |
|---|---|---|
| School Staffing Ratios (continued) | In addition to the salary supplement paid to teachers, local funds are used to support 2 supervisors, 2 assistant principals, 6.5 counselors, 2 media specialists, 5 exceptional childrens' teachers, 11.25 regular classroom teachers, 7 physical education teachers, 8 art teachers, 4.5 band teachers, and 9 music teachers. | |
| Board or Court Mandated Required Staffing | This condition does not apply to either district. | |

Significant Differences

1) Personnel operations are centralized in one office in the county. Several persons divide personnel responsibilities in the city with the superintendent carrying the major responsibility.

2) Preliminary screening of Pitt County personnel applications to select most promising candidates is performed by central office personnel. In Greenville City, the principals perform this function.

3) Personnel files for county employees contain pre-employment and employment data whereas in the city the two are separated. The county plans to do the same in the near future.

4) Some differences exist in pay for extra duty assignments--all county staff assigned such duties receive extra pay, whereas some of the city staff do not. Additionally, in the county, pay ranges are set for each extra duty assignment based on years of experience. In the city the board of education must approve the supplementary salary.

5) Annual supplements paid to county administrators range from $600 to $15,016. In the city the range is $480 to $4,500.

6) Some differences exist in the criteria used by the two districts in reduction in force with the county placing heaviest weight on length of experience and the city on performance rating.

7) Differences exist in the organization of the central office staffs of the two districts. Both employ the traditional bureaucratic pyramid with the county's being best described as "tall" and the city's as relatively "flat."

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Summary Description of 1982-83 Personnel and Staffing (continued)

| Information Item | Pitt County | Greenville City |
|---|---|---|

Summary Statement

Differences between the two school systems in the area of personnel may be characterized as differences in policy and procedures or in levels of pay. Policy and procedural differences may be resolved with little difficulty by appropriate officials of a consolidated district. Supplemental pay differences between persons holding similar positions (coaching, band directing, etc.) would need to be reconciled either by equalization or by defining substantial reasons for pay differentials.

In terms of state allotted central office administrative positions, the consolidated system would lose a superintendents' position and would gain a half position at the assistant superintendent's or director's level. Thus, the merged district would have approximately the same number of positions as the separate districts have presently with which to affect a reorganization.

Appendix F

Summary Description of 1982-83 Instructional Services, Requirements, and Procedures, and Grouping Practices (OCR Programs), and Systemwide Testing Programs

Appendix F

Summary Description of 1982-83 Instructional Services, Requirements, and Procedures, and Grouping Practices (OCR Programs), and Systemwide Testing Programs

I. SECTION F-1

SUMMARY DESCRIPTION OF 1982-83 INSTRUCTIONAL REQUIREMENTS AND PROCEDURES

| Information Item | Pitt County | Greenville City |
|---|---|---|
| School Organization Patterns | 1: K-3<br>1: K-4<br>4: K-5<br>1: K, 4-5<br>4: K-8<br>1: 1-3<br>1: 4-8<br>1: 5-8<br>2: 6-8<br>4: 9-12<br>20 | 4: K-3<br>1: 7<br>1: 8-9<br>1: 10-12<br>1: 7-12<br>10 |
| Graduation Units in Grades 9-12 | 4 - English<br>2 - Science (Bio + Phy Sci)<br>2 - Social Studies (U.S. History + Govt Econ)<br>2 - Mathematics<br>1 - P.E. and Health<br>9 - Electives<br>20 Units | 4 - English<br>2 - Science (Bio + Phy Sci)<br>3 - Social Science (Western Cultures, Govt Econ + 1)<br>3 - Mathematics<br>1 - P.E. and Health (grade 9)<br>1 - P.E. and Safety (grades 10-12)<br>7 - Electives<br>21 Units (these requirements begin with Senior Class of 1983) |
| Other Graduation Requirements | Pass N.C. Reading and Math Competency Tests | Pass N.C. Reading and Math Competency Tests<br>Take six semester exams (examination exemption option) in: English or Foreign Language (2), Math (1), Natural Science (1), Social Science (1), and Student's Choice (1). |

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Summary Description of 1982-83 Instructional Requirements and Procedures (continued)

| Information Item | Pitt County | Greenville City |
|---|---|---|
| Advanced Placement/ Accelerated Courses | Varies within system; accelerated science in Grade 6 in four schools, accelerated math in grade 8 in all schools; high school advanced placement/accelerated courses are noted in Attachment 1, the listing of 1982-83 Secondary Curriculum Courses Offerings. Selected students can take courses at ECU and Pitt County Community College. | Advanced level courses offered in grades K-6 in language arts and math, and in grades 7-12 in language arts, math, science, social studies; accelerated math offered in grade 8; high school advanced/accelerated courses are noted in the attached listing of 1982-83 Secondary Curriculum Courses Offerings. Selected students can take courses at ECU and Pitt County Community College. |
| Report Card Periods | Each six weeks; special mid-term progress report to parents of students with declining performance; will go on computerized reporting in 1983-84. | Each six weeks except for grade K, which is each twelve weeks. |
| Reporting Criteria and Techniques | Separate cards for:<br>K-3 (letter grades with no percent criteria)<br>4-8 (like 4-8 above) (letter grades with following percents: A=93-100; B=85-92; C=77-84; D=70-76; and F=<70)<br>9-12<br>TMH<br>EMH | Separate cards for:<br>K (S, M, U)<br>1-3 (A-E with no percent criteria, S-U in P.E., music, art, and conduct<br>4-12 (like 1-3 with following percents: A=93-100; B=85-92; C=77-84; D=70-76; and F=<70) |
| Attendance Policies | Both systems have well-defined policies following N.C. General Statutes; they have a reciprocal release agreement between both systems for special cases. Definitions for excused and unexcused absences are the same for both systems. | |
| Suspension and Expulsion Procedures | Both systems have suspension and expulsion procedures in accordance with state law (115C-391). Policies for short-term and long-term suspension are spelled out. | |

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Summary Description of 1982-83 Instructional Requirements and Procedures (continued)

| Information Item | Pitt County | Greenville City |
|---|---|---|
| | Involuntary absences have opportunity to make up tests; 2 grade points deducted for each day absent. | High school has an examination exemption and award system. Inschool suspension in effect in Rose High School and Aycock Junior High School. |
| Accreditation Status | All schools have Southern Association Accreditation and Level III state accreditation. New ten-year accreditation cycle begins in 1985 for two 9-12 schools, and in 1986 for two 9-12 schools and K-8. | All except Agnes Fullilove have Southern Association accreditation; none have been accredited under new state guidelines/ standards. New ten-year cycle begins in 1988 for grades 7-12, and in 1989 for grades K-6. |
| K-12 Textbook Selection Procedures | Coordinated through Superintendent, Assistant Superintendent for Instruction, County Textbook Coordinator, and Text-book Committee (central staff, teachers, principals, Board members, and/or parents). Try to adopt same publisher's series in each subject countywide and across grade levels.<br><br>Current grade 1-8 adoptions:<br>Reading (new adoptions in 1985-86)<br>1-8: Harcourt Series<br>Spelling (new adoption in 1984-85)<br>2-8: McGraw-Hill "Basic Goals in Spelling"<br>Handwriting (new adoptions in 1984-85)<br>1-6: Zaner-Bloser "Creative Growth in writing" Series<br>English/Language Arts (new adoptions in 1983-84)<br>1-6: Harcourt "Language for Daily Use" Series | Textbook selection for grades K-7 is coordinated through the director of elementary education; a city-wide textbook committee is set up for each subject area (2 teachers from each school are included on committee; parents are not included); copies of potential textbooks are placed in every school for teacher reviews and recommendations; textbook publishers are invited to make local presentations; committee recommendations must be approved by the superintendent and presented to the Board.<br><br>For grades 8-12, textbook selection is coordinated through director of secondary education; department chairman and teachers in school's review state list and make recommendations to principal; recommendations must be approved by the superintendent and presented to the Board.<br><br>Current Grade K-6 Adoptions.<br>Reading (new adoption in |

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Summary Description of 1982-83 Instructional Requirements and Procedures (continued)

| Information Item | Pitt County | Greenville City |
|---|---|---|
| | 7-8: Heath "Modern English In Action" Series<br>Math (new adoptions in 1986-87):<br>1-8: Heath Mathematics Series<br>Social Studies (new adoptions in 1983-84):<br>1-6: MacMillan Series<br>7: Globe "New Explorations of the Non-Western World"<br>8: Heath "We the People" | 1985-86)<br>K-6: Houghton-Mifflin Series<br>K-3: Harcourt, Brace, Jovanovich Series<br>4-6: Scott, Foresman Series<br>Spelling (new adoptions in 1984-85)<br>2-6: Scott, Foresman "Words and Skills" Series<br>Handwriting (new adoptions in 1984-85)<br>1-6: Zanner-Bloser "Creative Growth with Handwriting" Series |
| | Science (new adoptions in 1985-86):<br>1-6: Holt "Elementary Science" Series<br>7: Holt "Life Science"<br>8: Holt "Earth Science"<br>Health (new adoptions in 1984-85):<br>4-8: Scott Foresman "You and Your Health" Series<br>Music (new adoptions in 1989-90):<br>1-8: Silver Burdette "Music" Series<br>Art (new adoptions in 1989-90):<br>1-6: Benefic Art "Meaning, Method, and Media" Series<br>7-8: Benefic Art "Discovery and Creating" Series. | English/Language Arts (new adoptions in 1984-85)<br>1-6 Harcourt, Brace "Language for Daily Use" Series<br>Math (new adoptions in 1986-87)<br>K-6: Heath Mathematics Series<br>Social Studies (new adoptions in 1983-84)*<br>1-6: Macmillan Series<br>4: Sadler Series (People of NC)<br>Science (new adoptions in 1985-86)<br>1-6: Holt Elementary Science Series<br>Health (new adoptions in 1984-85)<br>4-6: Scott, Foresman "You and Your Health" Series<br>Music (new adoptions in 1989-90)<br>K-6: Holt "Music Book" Series<br>Art (new adoptions in 1989-90)<br>1-6: Benefic Art "Meaning, Method, and Media" Series |

* The new adoptations for 1983-84 in Social Studies are:
Grades 1, 2, 3, and 5: Silver Burdett Series.
Grade 4: Sadler Series (People of North Carolina).
Grade 6: McGraw Hill.

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Summary Description of 1982-83 Instructional Requirements and Procedures (continued)

| Information Item | Pitt County | Greenville City |
|---|---|---|
| | Grade 9-12 new adoption schedule is as follows for both systems:<br>Business Ed: 1989-90<br>Distributive Ed: 1983-84<br>Economics: 1983-84<br>French: 1983-84<br>Geography: 1983-84<br>Health: 1984-85<br>History and Government: 1983-84<br>Home Economics: 1985-86<br>Industrial Arts: 1983-84<br>Language/Composition: 1989-90<br>Literature Anthologies: 1984-85<br>Math (General through Advanced): 1986-87<br>Sociology: 1983-84<br>Spanish: 1983-84<br>Vocational Ed: 1983-84. | |
| Instructional Supply Allocations and Budgeting Procedures | All instruction allocations consolidated for each school from central office. Allocations are made to schools on a per-student basis. Switching of fundings between budget categories is possible with Central Office permission.<br><br>The budget from local funds for instructional materials and supplies, including library materials, is $221,230, or about $19.63 per student. In addition, the system has a student fee schedule (see Summary Description of Finances and Insurance) that varies by school, with a flat fee ranging from $6.00 to $7.74 and special course and activity fees, particularly at the high school level, that range from $3.00 to $15.00) per unit. Waiver of fees is left up to individual schools and is not reimbursed. | Each school is allocated a budget on a per-student basis; switching within the same function code is permissable with central Office approval. Schools forward purchase orders to the central office for payment.<br><br>The budget from local funds for instructional materials and supplies, including library materials, is $121,257, or about $24.81 per student. The system charges a flat student fee of $5.00 for grades K-7 and $7.50 for grades 8-12 (no other special fees are charged). Schools may waiver fees; schools are reimbursed by system for fees waivered. |

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Summary Description of 1982-83 Instructional Requirements and Procedures (continued)

| Information Item | Pitt County | Greenville City |
|---|---|---|
| Interscholastic and Intramural Sports Programs | Program offerings vary between schools.<br><br>Boys in grades 7-8 participate interscholastically in baseball, basketball and football; volleyball and softball are offered as intramural sports; girls are offered intersholastic and intramural programs in volleyball, basketball, softball and track.<br><br>For grade 9-12, boys are generally offered interscholastic opportunities in basketball, baseball, football, track, tennis, wrestling, and golf; girls have baseball, basketball, softball, track, golf, and tennis. | In grades 8-9, boys have interscholastic programs in football, basketball, wrestling, baseball, track, and tennis; girls have tennis, basketball, and softball.<br><br>In grades 10-12, boys have interscholastic programs in football, crosscountry, basketball, wrestling, baseball, golf, track, swimming, and soccer; girls have tennis, crosscountry, volleyball, basketball, softball, golf, track, and swimming. |
| Instructional Inventory and Assess Accounting | Both systems are moving in incremental steps toward developing a computerized fixed asset accounting system. | |
| School Calendars | | |
| First Day of Teacher Employment | 23 August | 16 August |
| First Day of 180 | 30 August | 25 August |
| Christmas/ Winter Leave | 20 Dec.-2 Jan. | 20 Dec.-2 Jan |
| Spring Leave | 4-8 April | 4-8 April |
| Last Day of 180 | 9 June | 7 June |
| Last Day of Teacher Employment | 22 June | 15 June |

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Summary Description of 1982-83 Instructional Requirements and Procedures (continued)

| Information Item | Pitt County | Greenville City |
|---|---|---|
| Length of School Day | The length of school day varies by school; ranges for starting times (when students may enter school) and dismissal times are as follows: Starting Times: 7:55 - 8:40 Dismissal Times: 2:50 - 3:15 Early Dismissal (K-3): 2:15 - 2:45 | Starting (when last bell rings) and dismissal times vary by grade levels as follows: K: 8:15 - 1:30 1-6: 8:15 - 2:30 7: 8:15 - 3:00 8-12: 8:45 - 3:30 |
| School Schedules | (To be provided) | |
| Minutes per Week in K-6 Self-Contained Classes | | |
| Language Arts | | 600-900 |
| Math | | 300 |
| Science | | 100-150 |
| Social Studies | | 100-150 |
| Health | | 100-150 |
| P.E. | | 150 |
| Art | | 22.5-80 |
| Music | | 30 |
| Number of Periods Daily in Grades 7-12 | Grades 7 and 8: HR+7 Grades 9-12: HR+6 (15 min HR with one day extended to 40 min and 50 min Other with 42 min when HR extended) | Grade 7: HR+7 Grades 8-12: HR+6 (15 min HR and 55 Other) |

Significant Differences

1) Organizational patterns differ for the two systems--the city system has a three-year high school, two-year junior high school, and one-year middle school; whereas the county system has four-year high schools, two-year middle schools, and various combinations for grades K-8.

2) The county system requires 20 units for graduation, whereas the city requires 21.

- continued -

| Information Item | Pitt County | Greenville City |
|---|---|---|

3) The city has a high school examination exemption and award system, the county does not.

4) The county offers a greater variety of advanced placement courses in grades 9-12 than does the city.

5) The county has a 6-week reporting period for kindergarten, as compared to 12 weeks in the city; county provides a special mid-term progress report to parents of students with declining performance, the city does not; county will computerize grade reporting next year, the city has no such plans.

6) The county permits students with involuntary absences to make up tests, the city does not; the city has an in-school suspension policy in grades 9-12, the county does not.

7) County schools have a Level III state accreditation, the city schools do not; one city school (Anges Fullilove) is not accredited by the Southern Association.

8) The two systems are on different ten-year accreditation cycles with the Southern Association.

9) The two systems have different student fee policies, with flat student fee schedule in the city and a combination of flat and special course and activity fees in the county.

10) Differences exist between the two systems in interscholastic and intramural sports offerings for students in grades 8-12.

11) School dismissal times vary between the two systems; of special significance for transportation are the early dismissal times in the city for grades K-6.

12) The county's school calendar is about one week behind the city's.

Summary Statement

Most of the differences noted between the two systems in policies related to the instructional program should be relatively easy to resolve. Staff in both systems expressed the opinion that those differences which are more difficult to resolve, i.e., organizational patterns and differences in curricular offerings (including athletic and intramural programs), can best be resolved by phasing in solutions over a period of a few years following merger. It is assumed that the Southern Association would cooperate in establishing new 10-year accreditation cycles that would place all elementary schools (and all secondary schools) within a merged system on the same schedule).

Attachment 1 (To Summary Description of 1982-83 Instructonal Requirements and Procedures)

1982-83 SECONDARY CURRICULUM COURSE OFFERINGS
(Course offerings are indicated by an "X" or by the proper sequence numbers;
advanced placement courses are noted by an asterisk, "*")

| Courses | Pitt County | | | | Greenville City | | |
|---|---|---|---|---|---|---|---|
| | Ayden Grifton Grades 9-12 605 Students | Farmville Central Grades 9-12 716 Students | North Pitt Grades 9-12 780 Students | D.H. Conley Grades 9-12 990 Students | J.H. Rose Grades 10-12 1147 Students | E.B. Aycock Grade 9 369 Students | Fullilove** Grades 9-12 106 Students |
| ART AND MUSIC | | | | | | | |
| Art | I, II | I, II, III | I, II, III | I, II, III, IV | I, II (Fundamentals) III (Commercial | | |
| Crafts | | | X | | X | X | |
| Band | I, II, III | I, II, III | I, II, III | I, II, III | Band Stage Band | Band | |
| General Music | | | | | | I, II | |
| Music Theory | | | | | | | |
| Marching Band Aux. | | | X | | | | |
| Wind Instruments | | | | | Orchestra | Orchestra | |
| Percussion Instruments | | | | | | | |
| Music Appreciation | | | | X | | | |
| Chorus | X | X | X | X | X | X | |
| Advanced Band | | | X | | | | |
| Advanced Chorus | X | X | X | X | | | |
| Jazz Ensemble | X | | | | | | |

Note: Some courses are available, but there is no demand in the current year.

1982-83 Secondary Curriculum Course Offerings (continued)

| Courses | Pitt County | | | | Greenville City | | |
|---|---|---|---|---|---|---|---|
| | Ayden Grifton Grades 9-12 605 Students | Farmville Central Grades 9-12 716 Students | North Pitt Grades 9-12 780 Students | D.H. Conley Grades 9-12 990 Students | J.H. Rose Grades 10-12 1147 Students | E.B. Aycock Grade 9 369 Students | Fullilove** Grades 9-12 106 Students |
| DRIVER EDUCATION | X | X | X | X | X | X | X (Taken as Peer Campus) |
| ENGLISH | | | | | | | |
| G.T. English | | I, III * | | I, II, III, IV * | Phase I | Level I | |
| College Prep English | I, II, III, IV * | I, II, III, IV * | I, II, III, IV * | I, II, III, IV * | Phase II | Level II | |
| English | I, II, III, IV | I, II, III, IV | I, II, III, IV | I, II, III, IV | | Level III | |
| Basic English | I, II, III, IV | I, II, III, IV | I, II, III, IV | I, II, III, IV | Phase III | Level IV | X |
| Special English | I, II, III, IV | | | I, II, III, IV | Phase III-R | Level V | |
| English Lab (Chapter 1) | I, II | | I, II | I, II | | | |
| Reading Lab | | | X | X | X | X | X |
| Learning Development Lab | I, II, III, IV | | | | | | |
| College Prep Composition | X * | | X * | X * | X | | |
| Composition | | | | | X | | |
| Journalism | | | X | I, II | I, II, III | X | X |
| Yearbook | X | | | X | X | | |
| Drama | I, II | X | X | X | X | Speech/Drama | |
| Speech and Debate | | | | | X | | |

F.10

1982-83 Secondary Curriculum Course Offerings (continued)

| Courses | Pitt County | | | | Greenville City | | |
|---|---|---|---|---|---|---|---|
| | Ayden Grifton Grades 9-12 605 Students | Farmville Central Grades 9-12 716 Students | North Pitt Grades 9-12 780 Students | D.H. Conley Grades 9-12 990 Students | J.H. Rose Grades 10-12 1147 Students | E.B. Aycock Grade 9 369 Students | Fullilove** Grades 9-12 106 Students |
| Developmental Competency English | X | X | X | X | X | | X |
| Advanced Placement English | | X * | | X * | X | | |
| FOREIGN LANGUAGE | | | | | | | |
| College Prep French | I, II * | | | I, II, III * | I - IV | | |
| French | | | | I, II, III | | I | |
| College Prep Latin | | | | I, II * | | | |
| Spanish Culture | | | X | | | | |
| College Prep Spanish | I, II, III * | I, II, III * | I, II, III * | I, II, III * | | | |
| Spanish | | I, II | | I, II, III | I - IV | I | |
| MATH | | | | | | | |
| Basic Math | I, II | I, II | I, II | I, II | II-R, III-R | I-R | I, II, III-R |
| General Math | X | X | X | X | II, III | I | I, II, III |
| Consumer Math | X | I, II | X | X | X | | |
| Algebra Prep | X | X | X | X | | Algebra A | X |
| College Prep Algebra | I, II * | I, II * | I, II * | I, II * | II | | |
| Algebra | I, II | I, II, III | I, II, III | I, II, III | I - II | X | X |

F.11

1982-83 Secondary Curriculum Course Offerings (continued)

| Courses | Pitt County | | | | Greenville City | | |
|---|---|---|---|---|---|---|---|
| | Ayden Grifton Grades 9-12 605 Students | Farmville Central Grades 9-12 716 Students | North Pitt Grades 9-12 780 Students | D.H. Conley Grades 9-12 990 Students | J.H. Rose Grades 10-12 1147 Students | E.B. Aycock Grade 9 369 Students | Fullilove** Grades 9-12 106 Students |
| Geometry | X | X | X | X | | | |
| College Prep Geometry | X * | X * | X * | X * | X | | |
| Advanced Math (CP) | X * | X * | X * | X * | | | |
| Advanced Math | X * | X * | | | X (includes Calculus) | | |
| Calculus | | X * | | X * | | | |
| Introduction to Data Processing | | | | X | | | |
| Computer Science | X * | I, II, III * | I, II * | I, II * | I-II (Math) | | |
| Developmental Competency Mathematics | X | X | X | X | X | | X |
| Math Lab | I, II, III, IV | | X | | Dev. Math I | | |
| Remedial Math | | | | | | | |
| Vocational Mathematics | | | | | I and I Math | | |
| Advanced Placement Math | | | | X * | | | |
| Special Math | I, II | | | I, II, III, IV | | | |
| PHYSICAL EDUCATION Health and Physical Education | X | X | X | X | | X | X (Health) |
| Advanced Physical Education | I | I, II | X | X | X | | |

F.12

1982-83 Secondary Curriculum Course Offerings (continued)

| Courses | Pitt County | | | | Greenville City | | |
|---|---|---|---|---|---|---|---|
| | Ayden Grifton Grades 9-12 605 Students | Farmville Central Grades 9-12 716 Students | North Pitt Grades 9-12 780 Students | D.H. Conley Grades 9-12 990 Students | J.H. Rose Grades 10-12 1147 Students | E.B. Aycock Grade 9 369 Students | Fullilove** Grades 9-12 106 Students |
| Physical Education Skills Lab | X | X | I, II | | X | | No Physical Education Course is offered. Intramural sports are scheduled at regular intervals. All students participate. |
| Sports Medicine | | | | | | | |
| Modern Dance | | | | I, II | | X | |
| CPR-Standard First Aid | | | | | | X | |
| JROTC Leadership Development | | | I, II, III, IV | I, II, III, IV | | | |
| LIBRARY/MEDIA Library Science | I, II | I | I, II, III, IV | | X | | |
| SCIENCE College Prep Physical Science | | X * | | X * | | Level I Level II | |
| Physical Science | X | X | X | X | | Level III | |
| Basic Physical Science | X | X | X | X | | Level IV | X |
| Special Science | | | | X | | Level V | X |
| G-T Biology | | | X * | | | Phase I | |
| College Prep Biology | X * | X * | X * | X * | | Phase II | |
| General Biology | X | X | X | X | | | |
| Basic Biology | X | X | X | X | | Phase III | X |

F.13

1982-83 Secondary Curriculum Course Offerings (continued)

| Courses | Pitt County | | | | Greenville City | | |
|---|---|---|---|---|---|---|---|
| | Ayden Grifton Grades 9-12 505 Students | Farmville Central Grades 9-12 716 Students | North Pitt Grades 9-12 780 Students | D.H. Conley Grades 9-12 990 Students | J.H. Rose Grades 10-12 1147 Students | E.B. Aycock Grade 9 369 Students | Fullilove** Grades 9-12 106 Students |
| Special Biology | X | | | X | III-R | | X |
| College Prep Chemistry | X * | X * | X * | X * | X | | |
| Chemistry | X | X | X | X | | | |
| Organic Chemistry (cp) | | | | X | | | |
| Advanced Chemistry | X * | | | | X | | |
| Applied Science | | | | X | X Consumer Science | | |
| Science Principles | X | | | | | | |
| College Prep Physics | X * | X * | X * | X * | X | | |
| Physics | | | | X | | | |
| Advanced Biology (cp) | X * | X * | X * | X * | X | | |
| College Prep Advanced Science | | | | | | | |
| Earth/Space Science | | | | X | | | |
| Aviation/Space Science | | | | X | X | | |
| Photography | | | | X | | | |
| Environmental Science | | | X | X | | | |
| Advanced Placement Science | | | | X, X * | | | |

F.14

1982-83 Secondary Curriculum Course Offerings (continued)

| Courses | Pitt County | | | | Greenville City | | |
|---|---|---|---|---|---|---|---|
| | Ayden Grifton Grades 9-12 605 Students | Farmville Central Grades 9-12 716 Students | North Pitt Grades 9-12 789 Students | D.H. Conley Grades 9-12 990 Students | J.H. Rose Grades 10-12 1147 Students | E.B. Aycock Grade 9 369 Students | Fullilove** Grades 9-12 106 Students |
| SOCIAL STUDIES | | | | | | | |
| College Prep Government/Economics | X * | X * | X * | X * | | | |
| Government/Economics | X | X | X | X | | | |
| Basic Government/ Economics | X | X | X | X | | | |
| College Prep Adv. Economics | | | | X * | | | |
| Adv. Economics | | | | | | | |
| Basic Economics | | | | | | | |
| G.T. U.S. History | | X * | | | Phase I | | |
| College Prep U.S. History | X * | X * | X * | X * | Phase II | Level I | |
| U.S. History | X | X | X | X | | Level II | |
| Basic U.S. History | X | X | X | X | Phase III | Level III/IV | X |
| College Prep World Geography | | X * | | | | | |
| World Geography | X (½ unit) | X | | X | | | |
| Basic World Geography | | X | | X | | | |
| College Prep Government | | | | | Phase I | | |

F.15

1982-83 Secondary Curriculum Course Offerings (continued)

| Courses | Pitt County | | | | Greenville City | | |
|---|---|---|---|---|---|---|---|
| | Ayden Grifton Grades 9-12 605 Students | Farmville Central Grades 9-12 716 Students | North Pitt Grades 9-12 780 Students | D.H. Conley Grades 9-12 990 Students | J.H. Rose Grades 10-12 1147 Students | E.B. Aycock Grade 9 369 Students | Fullilove** Grades 9-12 106 Students |
| Adv Government (CP) | | | | X* | | | |
| Government | | | | | Phase II | | |
| Basic Government | | | | X | Phase III | | X |
| College Prep Psychology | | | | | | | |
| CP Psychology/Sociology | | | X* | | | | |
| Psychology/Sociology | X(½ unit) | | X | | X* | | |
| College Prep Sociology | | | | | | | |
| College Prep World History | X* | | X* | X* | X | | |
| World History | X | X | X | X | Exploring Your World - Phase III | | X |
| Youth and the Law | | | | | | | |
| Basic Youth and the Law | | | | | | | |
| College Prep World Cultures | X* | | | | | | |
| Special U.S. History | X | | | X | | X | X |
| Special Social Studies | | | | | Phase III-R | | X |
| G.T. Humanities | | | X* | | | | |
| Advanced Placement Social Studies | | | | | | | |
| Human Sexuality | | | | | X | | |

F.16

1982-83 Secondary Curriculum Course Offerings (continued)

| Courses | Pitt County | | | | Greenville City | | |
|---|---|---|---|---|---|---|---|
| | Ayden Grifton Grades 9-12 605 Students | Farmville Central Grades 9-12 716 Students | North Pitt Grades 9-12 780 Students | D.H. Conley Grades 9-12 990 Students | J.H. Rose Grades 10-12 1147 Students | E.B. Aycock Grade 9 369 Students | Fullilove** Grades 9-12 106 Students |
| VOCATIONAL COURSES | | | | | | | |
| AGRICULTURE EDUCATION | | | | | | | |
| Introduction to Agriculture | X | | X | X | | | |
| Agricultural Production | | | I, II, III | I, II, III | | | |
| Agriculture Production and Processing | | | | | | | |
| Ornamental Horticulture | I, II, III | | X | | | | |
| Agricultural Cooperative Training | | | | | | | |
| Agriculture Mechanics | | | | | | | |
| BUSINESS AND OFFICE EDUCATION | | | | | | | |
| Introduction to Business | X | | | X | X (General Business) | X (Intro to Business) | |
| Introduction to Data Processing | | | | | X (Intro to Computers) | X (Intro to Computers) | |
| Typewriting | I, II | I, II | I, II | I, II | I - II | Personal | |
| Typing Skills Lab | | | | | X | | |
| Shorthand | I | I | | I, II | | | |
| Business Mathematics | | | | X | X | | |
| Office Occupations | I, II | I, II | X | I, II | I, II (Directed) III (Coop) | | |

F.17

1982-83 Secondary Curriculum Course Offerings (continued)

| Courses | Pitt County | | | | Greenville City | | |
|---|---|---|---|---|---|---|---|
| | Ayden Grifton Grades 9-12 605 Students | Farmville Central Grades 9-12 716 Students | North Pitt Grades 9-12 780 Students | D.H. Conley Grades 9-12 990 Students | J.H. Rose Grades 10-12 1147 Students | E.B. Aycock Grade 9 369 Students | Fullilove** Grades 9-12 106 Students |
| Executive Internships | | | | | | | |
| Record Keeping | | | | | X | | |
| Keyboard and Term Paper Preparation | | | | | X | | |
| Computerized Accounting Occupations I | | | | | X | | |
| Accounting | X | I | ± | I, II | I, II | | |
| Advertising | | | | | X | | |
| Business Communications | | | | X | X | | |
| Business Dynamics | | | | | | | |
| Business Economics | | | | | | | |
| Business Law | | | | X | X* | | |
| Business Management | | | | X | | | |
| DISTRIBUTIVE EDUCATION Careers in Distribution | | | | | | | |
| Marketing | | | | | | | |
| Cooperative Marketing & Management (Cooperative Management II) | | X | | X | I, II | | |
| Fashion Merchandising | | | | | X | | |

1982-83 Secondary Curriculum Course Offerings (continued)

| Courses | Pitt County | | | | Greenville City | | |
|---|---|---|---|---|---|---|---|
| | Ayden Grifton Grades 9-12 605 Students | Farmville Central Grades 9-12 716 Students | North Pitt Grades 9-12 780 Students | D.H. Conley Grades 9-12 990 Students | J.H. Rose Grades 10-12 1147 Students | E.B. Aycock Grade 9 369 Students | Fullilove** Grades 9-12 106 Students |
| Marketing and Merchandising | | X | | X | I | | |
| Office Occupations | | I, II | | I, II | | | |
| Recordkeeping | X | X | X | | | | |
| Salesmanship | | | | | X | | |
| Simulated Office Training | | | | | | | |
| Advertising | | | | | X | | |
| Word Processing | | | | | | | |
| HEALTH OCCUPATIONS Introduction | | | | | X | | |
| Health Occupations | | | | | I, II | | |
| HOME ECONOMICS EDUCATION Introduction to Home Economics | X | X | X | X | | | |
| Special Home Economics | | | | | X | | |
| Personal and Family Living Skills | | | | | X | X | X |
| Consumer Management Skills | | | | | | | |
| Personal Management for Wage Earning/Careers | | | | | | | |

1982-83 Secondary Curriculum Course Offerings (continued)

| Courses | Pitt County | | | | Greenville City | | |
|---|---|---|---|---|---|---|---|
| | Ayden Grifton Grades 9-12 605 Students | Farmville Central Grades 9-12 716 Students | North Pitt Grades 9-12 780 Students | D.H. Conley Grades 9-12 990 Students | J.H. Rose Grades 10-12 1147 Students | E.B. Aycock Grade 9 369 Students | Fullilove** Grades 9-12 106 Students |
| Adult Roles & Functions | | | | | | | |
| Family Life Education | | | X | X | | | X |
| Advanced Home Economics | X | X | X | X | | | |
| Applied Home Economics Occupations III | | X | | X | | | |
| Cooperative Home Economics | | | | | X | | |
| Advanced Child Development | | | X(½ unit) | | X* | | X |
| Advanced Clothing and Textiles | X(½ unit) | X(½ unit) | X(½ unit) | X(½ unit) | X* | | |
| Clothing Services | X | X | X | X | | | |
| Advanced Foods and Nutrition | X(½ unit) | | X(½ unit) | X(½ unit) | X* | | |
| Food Services | X | X | X | X | X | | |
| Advanced Housing and Home Furnishings | | X(½ unit) | X(½ unit) | | | | |
| Advanced Interpersonal Relationships | | | | | | | X |
| Management Aide Services | | | | | | | X |
| Human Services | | | X | | | | |
| TRADE AND INDUSTRIAL EDUCATION<br>Introduction to Trade & Industrial Ed. | X | X | X | X | X | | |

F.20

1982-83 Secondary Curriculum Course Offerings (continued)

| Courses | Pitt County | | | | Greenville City | | |
|---|---|---|---|---|---|---|---|
| | Ayden Grifton Grades 9-12 605 Students | Farmville Central Grades 9-12 716 Students | North Pitt Grades 9-12 780 Students | D.H. Conley Grades 9-12 990 Students | J.H. Rose Grades 10-12 1147 Students | E.B. Aycock Grade 9 369 Students | Fullilove** Grades 9-12 106 Students |
| Industrial Cooperative Training | | | | | I, II | | I, II |
| Auto Mechanics | | II, III | II, III | II, III | I - III | | |
| Masonry | | II, III | II, III | | I - III | | |
| Cabinetmaking | I, III | | | | | | |
| Carpentry | | II, III | II, III | II, III | I - III (Includes Cabinetmaking) | | |
| Technical Drafting | II | | | II, III | I - III | | |
| Architectural Drafting | X | | | | X | | |
| Cosmetology | | | | | I | | |
| Electricity | | II, III | | | | | |
| Programming and Broadcasting for Radio and Television | II, III | | | | | | |
| Graphics & Industrial Communications | | | II, III | I, II | I - II | | |
| Machine Shop | II, III | | | | | | |
| INDUSTRIAL ARTS Manufacturing | | | | | | Industrial Arts I | |
| Wood Technology | | | | | X* | | |

F.21

1982-83 Secondary Curriculum Course Offerings (continued)

| Courses | Pitt County | | | | Greenville City | | |
|---|---|---|---|---|---|---|---|
| | Ayden Grifton Grades 9-12 605 Students | Farmville Central Grades 9-12 716 Students | North Pitt Grades 9-12 780 Students | D.H. Conley Grades 9-12 990 Students | J.H. Rose Grades 10-12 1147 Students | E.B. Aycock Grade 9 369 Students | Fullilove** Grades 9-12 106 Students |
| Construction | | | | | | | |
| Metal Technology | | | | | X* | | |
| Technical Drawing and Planning | | | | | X | | |
| OTHER | | | | | | | |
| Research and Independent Study | | | | | X (I, II) | | |
| Executive Internship | | | | | X | | |
| Study Skills/Personal Development | | | | | X | X* | |
| Career Guidance | | | | | | X* | |

## II. SECTION F-2

## SUMMARY DESCRIPTION OF 1982-83 INSTRUCTIONAL SERVICES

| Information Item | Pitt County | Greenville City |
|---|---|---|
| Types and Utilization of Computer Equipment | Both systems plan to increase their usage of computers in administrative and instructional areas. | |
| | Central Office has 3 TRS-80 III's and 1 Apple IIe microcomputers; secretarial staff utilize an IMB model 630 Work Processor and printer (an on-line terminal to the county DP unit will be available in August). System has 40 micros out in the schools.<br><br>Elementary schools are Apple oriented because more instructional material is available. High school use is more administratively oriented and they use TRS 80s. Voc. Ed. program uses TRSs in career exploration program.<br><br>Use of microcomputers is organized through the media center. System is developing a 5-year plan for acquiring micros and supporting software. System subscribes to MECC (Minnesota Educational Computing Consortium). | Central Office has 2 IBM Displaywriters. Computer awareness is taught in grade K-3 through the media center (using Apples); an Apple is used for enrichment classes in grades 4-6; two TIs, a Radio Shack, and an Apple microcomputer are used in grades 7-8 enrichment and career awareness programs and regular classroom instruction; five Apples and 10 Radio Shacks are used in grade 8-9 math, Exceptional Child Resource class and data processing classes; and 4 Apples and 9 Radio Shack and Apple microcomputers are used in high school math and business data processing programs. They are putting the STAR Reading Program objectives and Heath Math objectives on computer. System subscribes to MECC. |
| Exceptional Children's Programs | The directors of special education for both systems work cooperatively and their programs are quite similar; children in the two systems often share programs. Both systems follow state requirements, both interface handicapped programs with vocational programs, both staff programs with regular allotments and both contract with the Institutional and Child Development Center. IEP formats for the two systems differ, but differences can be easily resolved. | |

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Summary Description of 1982-83 Instructional Services (continued)

| Information Item | Pitt County | Greenville City |
|---|---|---|
| | Central Office assigns chairperson of school-based committee. System has four school psychologists (but have about same caseload as city's one psychologist). | Principal chairs most school based committees; city has one school psychologist who is on every committee. |
| | Does not have standing active parent committee. | Has standing active parent committee. |
| | Each high school has two guidance counselors; eight schools have one counselor; five have .5 counselors; and three have no counselors. | Has counselors in all elementary schools. |
| | | Has teaching position at Pitt Memorial Hospital to serve children there. |
| | Has some transitional EMH or LD classes. | Follows cross categorization concept (i.e., a transition between self-contained and resource room services) based on functional level and severity of need. |
| | A total of 1,457 exceptional children (excluding gifted and talented) were identified, all of whom were served. | A total of 1,040 exceptional children were identified, 1,029 of whom were served. |
| Chapter II Programs | Chapter II projects are idenfied and funded at Central Office level. | Monies for buying supplies and equipment are pulled off top by Central Office. Private schools are contracted and they get a per pupil allotment off the top; also, they can use system's Chapter II equipment. Individual schools submit projects to Central Office for funding. |

- continued -

Summary Description of 1982-83 Instructional Services (continued)

| Information Item | Pitt County | Greenville City |
|---|---|---|
| Cultural Arts Programs | Art:<br>K-8: 8 teachers; 1-5 days per week per school.<br>9-12: 3 teachers; 2 1/2-5 days per week per school.<br><br>Music:<br>K-8: 8.5 teachers; 1.5 days per week.<br>9-12: 2.5 teachers; 2 1/2-5 days per week.<br><br>Strings:<br>D. H. Conley High School and Farmville Middle School: 1.2 positions. | Art:<br>K-6: 2 Full Time specialists; approximately 1 hour every other week.<br>7: 1 teacher; vocational exploration class.<br>8-9: 1/2 teacher; elective to grade 9.<br>10-12: 1 1/2 teachers; elective.<br><br>Music:<br>K-6: 1 band teacher for grades 5 & 6, 2 1/2 general music specialists, and 1 strings teacher for grades 4-6. Begin band in grade 5; meet with specialist two periods per week. All K-6 students students have music once a week; grades 4-6 have chorus. Strings offered 2 periods a week in grades 4-6.<br>7: 1 band and general music teacher. Orchestra offered one period per week.<br>8-9: Chorus (8-9) and general music (8) taught by parttime teacher. Band and orchestra offered.<br>10-12: Mixed chorus (1 period), drama (2 periods), orchestra (1 period), and band are offered. |
| Assistance Vice Principal Roles | Fifteen assistant principals have been allotted in the Pitt County Schools. Ten are assigned to elementary schools and five to the high schools. The elementary positions were allocated in an effort to allow either the principal or assistant | Has three assistant principals; one at junior high and two in high school (the handle discipline and busing, purchase of instructional supplies, and supervise custodial staff). City's elementary school counselors handle some of the duties performed by county's |

- continued -

Summary Description of 1982-83 Instructional Services (continued)

| Information Item | Pitt County | Greenville City |
|---|---|---|
| | to assume primary responsibility for curriculum. The assignments vary however and can include any of the following responsibilities: buses, discipline, textbooks, athletics, instruction, personnel, evaluation or staff development. | elementary school vice principals. |
| Staff Development | The Assistant Superintendent for Instruction (county system) or Director of Instruction (city system) is responsible in both systems for the staff development program, and both systems have comprehensive development plans (responsibility in county will shift next year to the media supervisor). | |
| | Program works closely with Pitt Community College; 15% of program focus is on college courses, 10% on conferences, 70-75% on workshops, and less than 1% on individualized study. | Focus of city program is: 20-25% on college courses, 5% on conferences, 70% on workshops, and less than 1% on individualized study. |
| | One-third of program costs paid by local funds; the remainder is paid by state funds. | Less than one-third of program costs supported by local funds; staff feel that lack of funds precludes city having a program that is comparable to the county program. |
| Audio-Visual/ Media Programs | Program supervised by full-time Central Office staff person. | General supervision provided by the directors of elementary and secondary instruction. City has a written media selection policy. |
| | Each school has a media advisory committee (parents and students are not involved). | Has a systemwide media advisory committee; also junior and senior high schools have committees (parents and students serve on these committees). |
| | Has a media center but 90% of inventory in schools; twice-a-week film pickup and delivery. | No centralized center; 100% inventory in schools. |

- continued -

Summary Description of 1982-83 Instructional Services (continued)

| Information Item | Pitt County | Greenville City |
|---|---|---|
| | A.V. maintenance is responsibility of full-time technician but some repairs are contracted out. | Repairs are contracted out. |
| | All but three schools have video equipment; photography is offered in all middle schools; all schools have TV antennas. | All schools have cable TV. Six schools have video equipment (plus one video player/recorder and camera shared). Photographic dark rooms at GMS, Aycock and two at RHS. Four schools are wired for video; and the middle schools have TV antennas. |
| | Central office staff rate adequacy of A.V. equipment as "good," and library collections as "super." | Central office staff rate adequacy of A.V. equipment as "fair," and library collection as "lacking" in some schools. |
| Vocational Education | Vocational education courses offered in grades 9-12 in both systems are shown in the listing of courses attached to the Summary Description of and Procedures. | Instructional Requirements |
| | Prevocational courses are offered in grades 6, 7, and 8; these courses are termed "Occupational Exploration" courses and cover 17 occupational clusters. | Prevocational courses:<br>Grade 7: Occupation Exploration<br>Grade 8: Exploratory Home Economics, Exploratory Industrial Arts<br>Grade 9: Home Economics, Industrial Arts, Typing |
| Other Special Elementary School Programs | Locally developed Coombs Reading and Math Continuum Program; drug-alcohol program. | Kindergarten Learning Abilities Program; STAR (Steps Toward Reading) Program; Heath Math Program. |
| Other Special Secondary School Programs | ROTC in two schools; Driver Education Range; Broadcasting program; half-time cultural arts coordinator. | Alternative School (used by both systems). |

- continued -

Summary Description of 1982-83 Instructional Services (continued)

| Information Item | Pitt County | Greenville City |
|---|---|---|

Significant Differences

1) The city has a standing active parent committee for exceptional children's programs, the county does not.

2) The city's cultural arts program places greater emphasis on strings and orchestra in the elementary grades than the county's.

3) The county system has allotted 15 assistant principals, whereas the city has allotted only 3.

4) The county's audio-visual and media programs are more centralized than the city's (the county has a media center staffed by a full-time staff person) and are considered by staff of both systems to have more superior A.V. equipment and library collections.

5) Decisions regarding Chapter II budget are more centralized in the county.

6) The county offers agricultural education courses, the city does not; each system has its own special reading and mathematics programs in elementary schools; and the county offers ROTC, a broadcasting program, and a driver education range.

Summary Statement

Both systems are using microcomputers in administrative and instructional areas, and both systems have plans to increase this usage. Also, both systems have similar programs for staff development, and for serving exceptional children (children in both systems often share special education programs). Differences in these areas are minor and are easily resolved. Differences in other program areas will be more difficult to resolve, but they can be resolved through the development of a comprehensive instructional services plan for a merged system.

III. SECTION F-3

SUMMARY DESCRIPTION OF GROUPING PRACTICES (OCR PROGRAMS)

| Item | Pitt County | Greenville City |
|---|---|---|
| Initiation | Plan developed by staff. | Plan developed by a committee. |
| Monitoring and Control | Superintendent or Designee Placement Committee and OCR. | Superintendent or Designee. |
| Grades Involved | 1-8 | 1-9 |
| Grouping Practices by Grade Level | K--heterogeneous but balanced by sex and race<br>1-3--schools may opt to use any of three grouping practices: (1) heterogeneous, (2) homogeneous, or (3) stratified heterogeneous. Most have elected to use 1 or 3. Board must approve choice.<br><br>4-8-- stratified heterogeneous grouping is required for instruction in language arts, social studies, science, and mathematics.<br><br>9-12--four levels of courses are offered: advanced placement, college prep, basic, and remedial. Students/parents make informed choices as to course level. | K--heterogeneous but balanced by sex and race. Achievement grouping within the classroom.<br><br>1-6--planned heterogeneous classes balanced by sex and race in combination with homogeneous grouping for instruction in reading and math. Achievement grouping as needed in other subjects.<br><br>7--homogeneous grouping.<br><br>8--homogeneous grouping for instruction in language arts, social studies, math, and science.<br><br>9--homogeneous grouping for English, history, math, and science.<br><br>10-12--four levels of courses are offered: Phase 1, Phase 2, Phase 3, and remedial. Assignment to class is a matter of parent/student choice. |
| Class Organization | Self-contained for K and students in stratified heterogeneous 1-3 classes. Classes change in 4-8 due to a requirement by the Board to group homogeneously. | Self contained for K. In 1-3, schools have option to exchange classes/teachers for instruction in reading and math or regroup within the self-contained class. In 4-6, students change class for reading and math.<br><br>Title I students leave class to receive instructions from reading teacher. This teacher assigns the reading grade. |

- continued -

Summary Description of Grouping Practices (OCR Programs) (continued)

| Item | Pitt County | Greenville City |
|---|---|---|
| Basis for Grouping | Standardized tests, grades. | Standardized tests (primarily the reading score), grades in reading and/or math teacher judgement. |
| Grouping Procedure | Two variables are used--test scores (75%) and preceding year's grade average (25%). Students are then assigned to one of three strata as follows:<br>Strata 1--60-99 percentile<br>Strata 2--23-59 percentile<br>Strata 3--1-22 percentile<br>The roster of students is rank ordered high to low. There the group is divided into classes and assigned to teachers. | Three variables are generally used--CAT reading and math score, previous year's reading grade, and recommendation of previous year's teacher. At middle school level, a point system is used as follows:<br>CAT reading score:<br>0-15 percentile--2 points<br>26-50 percentile--4 points<br>51-75 percentile--6 points<br>76-99 percentile--8 points<br>Sixth grade reading grade:<br>E--1 point<br>D--2 points<br>C--3 points<br>B--4 points<br>A--5 points<br>Teacher recommendations:<br>Low-- 1 point<br>Low average-- 2 points<br>High average--3 points<br>High-- 4 points |
| Student Reassignment | Primarily dependent upon the the results of retesting. | Mandatory review for students making A or F. |
| Evaluation | Evaluation by outside consultant. | Required by Board Policy. Grouping Committee has been recalled to study. |

Significant Differences

1. The Pitt County program is subject to review by an external agency (OCR).
2. Grouping practices continue into the ninth grade in the Greenville district.
3. The use of stratified heterogeneous grouping by Pitt County.
4. Homogeneous (based on CAT Scores) grouping for instruction in language arts, social studies, science, and mathematics in the county as compared to reading and math in the city.

- continued -

Summary Description of Grouping Practices (OCR Programs) (continued)

| Item | Pitt County | Greenville City |
|---|---|---|

5. Variations in subtests used for decision making relative to grouping.

6. The distribution of weight assigned to test results and teacher judgment.

7. The county's grouping strategy is under OCR investigation; whereas the city's is not. County staff feel that the city's strategy would not be accepted by OCR, should it be reviewed.

Summary Statement

Both the Pitt County and the Greenville City Schools are committed to the practice of grouping students for instruction. Grouping practices in the county are monitored by the Office of Civil Rights and, therefore, must comply with criteria set by that agency. The city's procedures were developed by a local advisory committee. Differences between the two units exist in areas such as:

-- the number of tests given.
-- the subtests used for making decisions regarding the grouping of students.
-- the distribution of weight assigned to test results and teacher judgement.
-- the use of stratified heterogeneous grouping by Pitt County.
-- the element of parent/student choice permitted at the secondary level.

In interviews with representatives of both districts opinions were expressed indicating that plans could be developed which would reconcile the differences in this area particularly if the changes were phased in over a period of three or four years.

## IV. SECTION F-4

## SUMMARY DESCRIPTION OF SYSTEMWIDE TESTING PROGRAMS

| Item | | Pitt County | | Greenville City |
|---|---|---|---|---|
| Tests Administered by Grade Level (see footnote * for complete titles) | K | DIAL<br>CAT, Level 10, Form C (Reading and Math) | K | KLAS (locally developed test)<br>MRT, Level 1, Form P |
| | 1 | PRI, Level 11 (Reading)<br>DMI, Level A, Form Red (Math) | 1 | PRI, Level II (Reading)<br>DMI, Level A, Form Red (Math)<br>STAR<br>Heath Math |
| | 2 | PRI, Level A, Form Green (Reading)<br>DMI, Level B, Form Green (Math) | 2 | PRI, Level A, Form Green (Reading)<br>DMI, Level B, Form Green (Math)<br>STAR<br>Heath Math |
| | 3 | CAT, Form C, Level 13 (LA and Math)<br>SFTAA, Level 1<br>CTBS, Form S, Level 1 (Science and Social Studies) | 3 | CAT, Form C, Level 13 (LA and Math)<br>SFTAA, Level 2<br>STAR<br>Heath Math |
| | 4 | CAT, Form C, Level 14 (LA and Math)<br>CTBS, Form S, Level 1 (Science and Social Studies)<br>Local Criterion-Referenced Math | 4 | CAT, Form C, Level 14 (LA and Math)<br>STAR<br>Heath Math |
| | 5 | CAT, Form C, Level 15 (LA and Math)<br>CTBS, Form S, Level 2 (Science and Social Studies)<br>Local Criterion-Referenced Math | 5 | CAT, Form C, Level 15 (LA and Math)<br>STAR<br>Heath Math |
| | 6 | CAT, Form C, Level 16 (LA and Math)<br>SFTAA, Level 3<br>CTBS, Form S, Level 2 (Science and Social Studies) | 6 | CAT, Form C, Level 16 (LA and Math)<br>SFTAA, Level 3<br>STAR<br>Heath Math |
| | 7 | CAT, Form C, Level 17 (LA and Math)<br>Algebra Prognosis<br>CTBS, Form S, Level 3 (Science and Social Studies)<br>Pre Competency (Reading, Math, and Writing) | 7 | CAT, Form C, Level 17 (LA and Math)<br>Algebra Prognosis<br>Algebra Aptitude<br>STAR |

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Summary Description of Systemwide Testing Programs (continued)

| Item | Pitt County | Greenville City |
|---|---|---|
| | 8 CAT, Form C, Level 18 (LA and Math)<br>Algebra Achievement<br>Pre Competency<br>CTBS, Form S, Level 3 (Science and Social Studies) | 8 CAT, Form C, Level 18 (LA and Math)<br>Algebra Prognosis<br>Algebra Aptitude |
| | 9 CAT, Form C, Level 18 (LA and Math)<br>SFTAA, Level 5<br>Pre Competency<br>Algebra Achievement | 9 CAT, Form C, Level 18 (LA and Math)<br>SFTAA, Level 5 |
| | 10 Pre Competency | 10 None |
| | 11 N.C. Competency | 11 N. C. Competency |
| | 12 None | 12 N.C. Competency |
| Time of Year Administered | In spring except for Pre Competency which is administered in fall and Local C-R Math which is administered three times annually. | In spring except for KLAS and SFTAA in February and N.C. Competency in fall and spring. |
| Scoring | CRT by teachers; other tests by CTB McGraw Hill. | CRT by teachers; others by CTB McGraw Hill. |
| Control and Security | Central Office. | Central Office. |
| Reporting Results | Annual to parents, the Board, the community, and the County Commissioners. | Annual to parents, the Board, and the community. |

Significant Differences

1. The school systems administer different tests at the kindergarten level.

2. The county system administers the CTBS Science and Social Studies subtests in grades 3-8.

3. The county system administers a locally developed Pre-Competency Test in grades 7-10.

4. The Short Form Test of Academic Aptitude is administered earlier in the city (February) than in the county (spring), and different levels of this test are administered in grade 3.

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Summary Description of Systemwide Testing Programs (continued)

| Item | Pitt County | Greenville City |
|---|---|---|

5. The county system administers a locally developed Criterion Math Test three times a year in grades 4 and 5; the city uses the Heath Math Program criterion-referenced tests in grades 1-6.

6. The city system administers algebra aptitude and prognosis tests in grades 7 and 8 to students who are recommended by the staff to take Algebra I in either grades 8 or 9; the county administers the same prognosis test only in grade 7, and the county administers an algebra achievement test in grade 8.

7. The city system administers the N.C. Competency Test in grade 12 to students who did not pass in grade 11.

8. Differences in math and reading criterion referenced testing suggests differences in math and reading curricula.

9. County system issues an annual report to Board of County Commissioners, and county schedules test score conferences with all parents.

10. City system has 1 to 4800 ratio of psychological testing staff to students; the county has a 1 to 3000 ratio.

Summary Statement

The two systems differ significantly in the types of tests administered at various grade levels, with the county system administering the more comprehensive program. A major factor for the greater use of standardized achievement tests by the county system is the use of CTBS science and social studies subtest scores to group students in grades 4-8 (the tests are administered in grades 3-8); hence, differences in testing practices used in the two systems are tied to differences in their grouping practices. In addition, differences in the use of locally developed criterion-referenced tests reflect curriculum differences in math and reading.

Under the assumption that curricula and grouping practices would be standardized within a merged system, current differences in testing programs can be reconciled by staff in a merged system. Toward this end, city system staff have expressed an interest in expanding their testing program whereas county staff would like to cut back on their program.

* MRT = Metropolitan Readiness Test
  CAT = California Achievement Test
  CTBS = Comprehensive Test of Basic Skills
  SFTAA = Short Form Test of Academic Aptitude
  PRI = Prescriptive Reading Inventory
  DMI = Diagnostic Mathematics Inventory
  DIAL = Developmental Indicators in the Assessment of Learning
  Algebra Prognosis = Orleans-Hanna Algebra Prognosis Test
  Algebra Aptitude = Iowa Algebra Aptitude Test
  Algebra Achievement = Comprehensive Assessment Program in Algebra
  Pre Competency = Local pre competency test in reading, math, and writing
  STAR = Local criterion-referenced test in reading
  KLAS = ?

Appendix G

Summary Description of 1982-83 Transportation Programs

Appendix G

Summary Description of 1982-83 Transportation Programs

| Item | Pitt County | Greenville City |
|---|---|---|
| Transportation Patterns | Certain bus routes transport students for Grades K-8. Other bus routes transport students for Grades 9-12. | Bus routes are operated for Grades K-6, other bus routes for Grade 7, other bus routes for Grades 8-9, and still other routes for Grades 10-12. |
| Required and/or Mandated Busing | There is no required or mandated busing. | While the specific busing patterns are not mandated, rather extensive busing is required to maintain racial balances. |
| Relationships of Routes to Grade Level and Dismissal Times | As noted above, Grades K-8 are bused separately from Grades 9-12. Dismissal times are the same for all grades. | As noted above, Grades K-6, 7, 8-9, and 10-12 are bused separately. Dismissal times are related to bus route in that the p.m. dismissal schedules are:<br>K = 1:30<br>1-6 = 2:30<br>7 = 3:00<br>8-12 = 3:30 |
| Length of Bus Routes | The average route mileage is 43.5. | Due in part to the required busing for racial balancing, the average route mileage is about the same as for the County. |
| Methods and Procedures for Transporting Exceptional Children | Where practical, children are transported on regular buses; otherwise, mini-buses are preferred. In more extreme cases of exceptionality (or remote location), contract transportation is used. | The City uses the same methods and procedures as the County. |
| Bus/Van Condition and Utilization | Since all buses are maintained by the County, there are no differences in bus/van condition and utilization. One exception is that both systems have special buses (e.g., recreation buses, band buses) that may be assigned to or even owned by individual schools. These buses are maintained separately as individual expense items by both systems. | |

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Summary Description of Transportation Programs (continued)

| Item | Pitt County | Greenville City |
|---|---|---|
| Methods, Procedures, and Criteria for Replacing Buses | The State replaces buses according to a standard formula (e.g., 12 years or 100K miles). This formula is the same for all systems in the State. An exception is the special buses (e.g., recreation buses) noted above. They are replaced as required as routine line cost items. | |

Significant Differences

1) County buses operate for Grades K-8 and Grades 9-12. City buses operate for Grades K-6, Grade 7, Grades 8-9, and Grades 10-12.

2) County dismissal time is the same for all grades. City has four different dismissal times.

3) The City is required to bus children to maintain racial balance; the County is not.

Summary Statement

The Greenville City system has no transportation department and gets its transportation service from Pitt County. This, in effect, places the transportation of all children in the county, regardless of where they live,under the Pitt County School System.

While busing patterns are significantly different, this is more a factor of general school organization (e.g., County has K-6, 7-8, and 9-12 schools; City has K-6, 7, 8-9, and 10-12 schools) than of transportation needs. No significant problem would appear to exist, from a transportation point of view, in adopting similar grade structures. Any possible transportation economies resulting from a merged system would be reduced if the different grade structures were maintained.

Of considerable overall significance is the possible impact of merger on school integration patterns to maintain racial balance. This would, of course, impact on transportation patterns. Also of significance is that the larger number of trips required by the four different dismissal times in the city likely would not be considered equitable in a merged system.

In summary, several differences between the school systems have a minor effect on transportation; however, the impact of these differences on other system components could be much more pronounced.

Appendix H

Summary Description of 1982-83 Maintenance, Plant Operation, School Food Service, and Purchasing

Appendix H

Summary Description of 1982-83 Maintenance, Plant Operation, School Food Service, and Purchasing

| Information Item | Pitt County | Greenville City |
|---|---|---|
| **A. Maintenance Program** | | |
| Physical Facility | Four buildings with a total of 20,933 sq.ft. on Cox Elem. School campus. Used for maintenance and dry and freezer storage. | 5,500 sq.ft. building on Third Street School campus. Used for maintenance and dry and freezer storage |
| Staffing | Supervisor and 21 maintenance personnel. | Supervisor and 9 maintenance personnel. |
| Maintenance Program Operation | Routine maintenance (e.g., lawn mowing) done on a regular schedule. Repairs accomplished on a work order basis. School custodians often do simple repairs. Two major maintenance items are water and sewage systems. Geographical dispersion of schools makes travel a major consideration. One round trip to all schools is 120 miles. | Routine maintenance (e.g., lawn mowing) done on a regular schedule. Repairs accomplished on a work order basis. School custodians often do simple repairs. |
| **B. Operation of Plant** | | |
| Methods of Heating and Cooling | Heating sources of energy are: electricity, coal, oil, and gas. Electricity is used for cooling. Electric power is purchased from five different sources depending upon location. | Heating sources of energy are: electricity, oil, and gas. Electricity is used for cooling. Electric power is purchased from a single source. |
| Energy Conservation and Management | Participates in State monitoring program. All facilities have energy audits. | Participates in State monitoring program. All facilities have energy audits. |

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Summary Description of Maintenance, Plant Operation, School Food Service, and Purchasing (continued)

| Information Item | Pitt County | Greenville City |
|---|---|---|
| C. Child Nutrition Program | | |
| Financial Stability of Program | Is in sound financial condition. | Is in sound financial condition. |
| Adequacy of Facilities | One cafeteria (Sugg School) is 87 percent adequate in size. The 64 percent adequate cafeteria at Chicod is being replaced with a 100 percent adequate facility. All other schools are 100 percent adequate. | One cafeteria (Third Street School) is 47 percent adequate in size. All other schools are 100 percent adequate. Small size of several schools dictates that some meals be prepared in a centralized location, e.g., one school kitchen serves three schools. |
| Pricing for Lunches and Breakfasts | Breakfast = 40¢<br>Lunch = 60¢-75¢<br>Approximately 72 percent of students receive free lunches. | Breakfast = 40¢<br>Lunch = 75¢ for K-3<br>80¢ for 4-6<br>95¢ for 7-12<br>Approximately 60 percent of the students receive free lunches. |
| Methods and Plans for Replacing Needed Equipment | In general, handled same as replacing any other school equipment. However, nutrition program has own budget and has reasonable autonomy regarding expenditures within budget. | In general, handled same as replacing any other school equipment. |
| Collection Procedures | Some variation from school to school as to ticket, token, or check-off list approach. No overt identification of free or reduced-price meals. Cash for la carte items. | |
| Personnel Attitude | A rather extensive employee motivation program is maintained. This includes: in-service training, special awards, visitation reports, encouragement of suggestions. | Motivation program is maintained, but probably is not as intensive as County program. |

- continued -

Summary Description of Maintenance, Plant Operation, School Food Service, and Purchasing (continued)

| Information Item | Pitt County | Greenville City |
|---|---|---|
| D. Purchasing | | |
| Accounting Practices | Purchase orders are written at each school for supplies and equipment. Purchase orders are written by, or signed by the school principal. Invoices are sent to the school district finance office for payment. Items are purchased from State Contract Certification list, except for unlisted items. Each school must operate within its budget allocation. | |
| Centralized Vs. Decentralized | Both systems have centralized purchasing of food supplies. | |
| Storage and Distribution | Neither system has a central warehouse for instructional supplies. Such supplies are drop-shipped to individual schools. | |
| | Drop-ships most food supplies but does have limited dry and freezer storage. | Has rather extensive central warehouse operation for food; approx. 60 percent of commodities are warehoused and shipped from one location. |

Significant Differences

County system maintenance program is more complex due to geographical dispersion of facilities and need to maintain water and sewage facilities. Cost of meals in City system is somewhat higher, probably due to the smaller proportion of children qualifying for free lunches. County system nutrition program has more autonomy. City system has more extensive food storage facilities.

Summary Statement

Maintenance facilities--including food storage facilities, in both systems are located on school campuses and should be relocated. Ideally, one central location could serve all schools in the two systems. In general, differences between the two systems regarding maintenance, plant operation, school food service and purchasing appear minor and could be easily resolved.

Appendix I

Summary Description of 1982-83 Advisory Councils and Volunteers and Community Schools Programs

Appendix I

Summary Description of 1982-83 Advisory Councils and Volunteers and Community Schools Programs

| Information Item | Pitt County | Greenville City |
|---|---|---|
| ADVISORY COUNCILS AND VOLUNTEERS | | |
| Existence, Purpose, and Operation of School Advisory Councils | Every school has a local advisory council of 9 to 12 members to provide citizens an opportunity to share in the affairs of the public schools.<br><br>Board appoints council members from names submitted by local school. Members serve three year terms.<br><br>The local advisory council serves as a sounding board for the Board of Education in the area of employment, in the selection of administrators, assignment of personnel, instruction, finance, facilities, public relations, and communications.<br><br>Area advisory councils may be organized for each of the four high schools and their feeder schools. | There are no individual school advisory councils. PTA councils serve this function on an individual school basis. |
| Existence, Purpose and Operation of Systemwide Advisory Committees | There are two systemwide advisory committees: Chapter I and Community Schools. | The city unit makes extensive use of systemwide advisory committees. Some examples:<br>Community Schools Advisory Committee<br>Business Affairs Advisory Committee<br>PTA Advisory Committee<br>Arts Advisory Committee<br>Math Advisory Committee<br>Science Advisory Committee<br>Vocational Education<br>Chapter I Advisory Committee<br>Exceptional Child Advisory Committee |
| Volunteer Recruitment, Coordination, Training | Both districts have an organized program for recruiting, training, and coordinating volunteers, and both report very satisfactory results. | |

- continued -

Summary Description of 1982-83 Advisory Councils and Volunteers and Community Schools Programs (continued)

| Information Item | Pitt County | Greenville City |
|---|---|---|
| COMMUNITY SCHOOLS PROGRAM | | |
| Concept, Function, and Role | Both districts have active community school programs which support the principles of the North Carolina Community Schools Act. The general purpose is to encourage greater community involvement in the public schools and increase utilization of public school facilities. The administration of the volunteer program is the responsibility of the Director of the Community Schools Program in both districts. Both perform public relations functions. The Pitt County Director administers a small capital outlay fund. | |
| Facilities | 20 schools are designated as Community Schools. One activity center for after school, night, weekend, and summer activities. | 10 sites |
| Expenditures by Source of Funds | Local $ 74,125<br>State 26,188<br>Total $100,313 | Local $ 29,518<br>State 27,692<br>Total $ 57,210 |
| | 3 staff | 1 1/2 staff |

Significant Differences

1) County has a local advisory committee serving each school. City does not have school advisory committees.

2) City relies heavily on systemwide advisory committees whereas county does not.

3) County is provided a small capital outlay fund to support the Community Schools Program. City does not have such funds.

Summary Statement

There appear to be no significant differences in the area which would affect merger.